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## EDUCATION REFORM SUPPORT PROGRAM (ERSP)

QUARTERLY REPORT

OCTOBER 1, 2012 TO DECEMBER 31, 2012



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# **Education Reform Support Program (ERSP)**

## **Quarterly Report October 1, 2012 to December 31, 2012**

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*Photo: Compliments of ASK*

## Executive Summary

This second quarterly report for Year Four of ERSP covers the period between October 1, 2012 and December 31, 2012.

ERSP conducted a productive strategic planning retreat with MoE counterparts this quarter, which resulted in the MoE assuming greater responsibility for programs and the integration process across components. The anticipated brief tenure of the current Minister (who is anticipated to only be in the position until parliamentary elections in January) resulted in slower progress on high level policy issues. After moving to new offices in the previous quarter, the ETC moved back to its original location, while uncertainty lingered about its staffing structure and scope. Under the leadership of the DCU and with the support of UNESCO and ERSP, the Ministry began to work in earnest on developing an alternative education data system and portal.

The Early Childhood Education component launched the ECE Regional Working Groups amid much fanfare from the central MoE. The mandate of these groups is to find creative solutions to address KG access constraints in their regions. The results of the impact evaluation of the PCP intervention revealed that PCP had improved children's learning readiness, but not as much as a year of KG. The Quality Assurance (QA) Directorate presented the findings of the national QA audit to the Minister and gained approval to share results with all Heads of FDs for follow up action.

The Youth, Technology and Careers component began a new phase of implementation in both School to Career and Life Skills through Sports, with 84 schools and 33 schools participating, respectively. The turmoil in the Counseling Directorate had mostly resolved itself during this quarter, while unfortunately challenges remained with the transfer of LSTS to the Festivals Division, and ERSP had to invest unexpected additional support to keep things moving. ERSP partner Seward Inc. conducted the first two workshops in a six-part course on e-learning material design and development for QRC and MoE staff.

Professional development training commenced on schedule this quarter. Induction mentoring faced challenges due to low motivation from selected mentors to participate without compensation, but ETC wishes to advocate and adopt a similar model for national implementation. The in-service program, which is implemented simultaneously by MOE and ERSP, was successful and 76% of MOE trainers achieved a performance rating of "excellent." Principals' standards made significant progress this quarter and are nearing finalization. In the MOE newly constructed schools funded by USAID, assessment data were collected and analyzed for Year 3 schools, showing that all had made significant accomplishments in school culture and teaching and learning. ERSP accommodated the staggered opening of Year 4 schools, while continuing to lobby for the MOE to address the ongoing maintenance issues and the remaining schools under construction to be completed and opened.

The Data Use Component roll-out plan is being implemented and momentum is on the rise. ERSP reached 185 schools in 18 Field Directorates with training to improve their data usage this quarter, as well as 83 Field Directorate personnel. A total of 82 MOE core trainers were trained to roll-out the program according to the schedule. ERSP also conducted a ground-breaking Data Use Policy Dialogue, which was aimed at engaging high level MOE stakeholders in discussions about data use and planning for improvement at the school, field and central levels. This was the first such forum to be held at the Ministry of Education.

During this quarter, ERSP also successfully underwent a USAID Inspector General audit, and supported the Ministry in its semi-annual World Bank ERfKE II mission meetings. In the next quarter, ERSP will enter the second semester of the final full year of implementation, and carefully monitor the status of transitioning programs.

## Acronyms

CMP	Community Mobilization Project
CTP	Comprehensive Training Program
CTT	Core Training Team
DCU	Development Coordination Unit
DTT	Directorate Training Team
DU	Data Use
ECD	Early Childhood Development
ECE	Early Childhood Education
EDI	Early Childhood Instrument
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ETC	Education Training Center
FD	Field Directorate
G1-3	Grade 1 to 3
HED	Higher Education Diploma
ICDL	International Computer Drivers' License
ICT	Information Communication Technology
IT	Information Technology
JEI	Jordan Education Initiative
KG	Kindergarten
KPI	Key Performance Indicator
LNOs	Liaison Officers
LStS	Life Skills through Sports
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MoE	Ministry of Education
MTs	Master Trainers
NCS	Newly Constructed Schools
NGO	Non-Governmental Organization
PCP	Parent-Child Packages
PE	Physical Environment
PD	Professional Development
PICs	Parental Involvement Coordinators
PI	Parental Involvement
QA	Quality Assurance
QRC	Queen Rania Center
QRTA	Queen Rania Teachers' Academy
SDIP	School District Improvement Program
SG	Secretary General
STC	School-to-Career
TC	Technical Committee
TOT	Training of Trainers
WG	Working Group
YLM	Youth Livelihood Mapping
YTC	Youth, Technology and Careers
Y4	Year 4

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## Program Description and Goal

### A. Overview of the Program

The purpose of the Education Reform Support Program (ERSP) is to build on the experiences and successes of the Education Reform for a Knowledge Economy (ERfKE), and focus on particular aspects of the Ministry of Education policies, strategies and outreach systems in keeping with the reform vision. ERSP is assisting the education sector to develop the capacity to implement and sustain specific objectives of the second phase of ERfKE. The objectives of ERSP are:

- Introduce consistent models and processes that establish institutional structures, systems and resources;
- Develop and implement effective school-level training and support programs; and
- Establish a critical mass of schools in which the models and processes have been implemented successfully with full participation of Ministry staff, supervisors, principals and teachers.

### B. Program Component Areas

There are four areas designated by the MOE and USAID for ERSP support:

1. **Early Childhood Education (ECE):** renovate and furnish kindergartens (KGs), enhance ECE approaches applied by teachers, build principals' capacity to manage ECE resources, increase parental involvement in their children's development, and support the institutionalization of the Quality Assurance system.
2. **Youth, Technology, Careers (YTC):** build the capacity of school counselors, teachers and supervisors to provide students the skills they need to participate productively in the workforce through: capacity development, renovation and equipping counseling centers, offices, and playgrounds, and supporting the effective implementation of MIS online.
3. **Professional Development (PD):** assist in the establishment of an in-service system for the professional development of teachers, principals and supervisors, support the implementation of an induction program for newly appointed teachers, and build institutional capacity within the MoE to provide effective PD systems for education professionals. ERSP also provides intensive professional development and whole school development support to the MOE newly constructed schools funded by USAID.
4. **Data Use for Decision Making (DU):** assist in the planning process at school, field directorate and central levels through enhancing access to data and the capacity to utilize it effectively in decision making.

### C. Summary for the Quarter

In the second quarter of the fourth year of implementation, the Ministry of Education and ERSP advanced the transition of activities across component areas with attention to quality.

#### Successes Achieved this Quarter

- ERSP conducted a highly productive strategic retreat with MoE leadership representing all component areas. This two-day activity enabled working groups to assess the status of program transition, identify weaknesses and create action plans to address those weaknesses. It also presented an opportunity to thank MoE counterparts for their efforts and reinforced team spirit between ERSP and MoE.
- The MoE was increasingly more accurate and confident of its representation of the joint ERSP and MoE programs during the Joint Mission Review of ERfKE.
- The ERSP team was responsive to the USAID IG auditors' requests that began mid-October and extended through the remaining period of the quarter.

### Challenges

- The scope and capacity of the ETC remains uncertain, and the lack of a clear work plan (even a simple training plan) led to delays on activities across components and on broader PD policy issues.
- ERSP is a large and complex program and a challenge to comprehend in a short period of time. The ERSP team realized the challenge in articulating fully the program intent, context, issues and observed progress to the auditors for their understanding.

### Associated Actions

- In the next quarter, ERSP will follow up on the action items identified in the MoE Strategic Retreat, including the formulation of a Senior Advisory Committee to address particular policy constraints to transition.
- Use the aide-memoire to further advocate momentum on issues and activities that have not progressed as quickly as anticipated.
- Continue to follow-up with USAID and auditor on information requests, findings and recommendations.

## **D. Program Component Area 1: Early Childhood Education**

*ERSP is assisting the Ministry's ECE Department to enhance its capacity and help it to recruit and train more ECE supervisors, improve systems for implementing the national ECE program, renovate and furnish kindergarten classrooms and playgrounds, and train teachers to use resources in a way that is developmentally appropriate, and enhance the KG quality assurance system. ERSP will participate in ECE policy development activities as well as development of training program materials to be implemented by the MOE. ERSP will support the training of Grades 1-3 (G1-3) teachers in a thematic approach to the curriculum that takes into account the developmental learning needs of this age group.*

### **Objective 1.1 Strengthened Capacity of Ministry ECE Staff**

#### Successes Achieved in Quarter 2

- ERSP supported the MoE in formulating ECE Regional Working Groups. The three Working Groups consisted of ECE relevant staff from FDs. Three regional meetings were conducted with high level representation from central staff at MoE, including the Head of General Education, Head of ECE Directorate, Head of Planning Division, and Head of QA Directorate. During these meetings, WG members developed an action plan for each region and a list of partners from NGOs, private sector, universities and local media in their regions. These partners will be invited to attend the next WG meetings to start coordinating support to KGs and identifying practical solutions to increase the number of KGs in each region.
- Overcoming a long stalemate, ERSP agreed with the Head of ETC to move forward with the KG supervisors' job description and training package without waiting for the MoE to finalize the new role of supervisors. The new role of supervisors has been in limbo for years, and ERSP did not want to delay its support of KG supervisors any longer. The job description and training package will be revised as necessary in the future.



### Challenges

- Progress in developing the KG supervisors' job description and finalizing their training materials is still facing some difficulties due to the delays in filling some key positions at the Educational Support and Supervision Directorate within the ETC. This challenge is



expected to be overcome during the coming quarter as ETC has recently completed the selection process.

#### Actions to be Taken

- ERSP will continue supporting the MoE in activating the ECE WGs and facilitate the process of building partnerships between the MoE and other partners.
- ERSP will ask the ETC to formulate a committee to review the KG supervisors' job description and then develop the framework and content of the training package.

### **Objective 1.2 Improved and Sustained Early Childhood Facilities**

#### Successes Achieved in Quarter 2

- ERSP completed the bidding procedures for 62 KGs in cluster 6 and started the renovation and furnishing works in 17 KGs. Eleven KGs in the North and six KGs in the Central region were renovated and supplied with wooden furniture. Renovation work is in progress for eleven KGs in the Central and North regions.
- ERSP assisted 61 newly opened KGs to conduct opening ceremonies and attended ten of them. ERSP also conducted 93 field visits to support KG teachers (in newly opened and old KGs) in managing physical environment. These visits will continue during the next semester as new KGs are opened.
- The visual aids for classroom corner rules were printed and sent to the MoE to be distributed. Moreover, the e-module was copied on CDs to be distributed to all KG teachers in the Kingdom. At the beginning of the second semester, each KG teacher will receive the visual aids and a CD to support her in managing the learning environment.



#### Challenges

- ERSP faced some challenges in coordinating with KG supervisors to join the KG onsite support visits to follow up on ERSP renovations and procurement KGs sites, PI activities, or other assorted activities. KG supervisors gave many excuses for not joining the ERSP team in these visits in the past, such as their engagement in other activities or having conflicting schedules. Next semester the ECE field visits schedule will be developed in coordination with KG supervisors to make sure that they attend all visits.

#### Actions to be Taken

- Complete the renovation and furnishing of cluster 6 KGs by February 2013.
- ERSP will support the MoE to conduct principals' training for newly appointed principals and principals of newly opened KGs in the beginning of the second semester. This activity was supposed to take place in the first semester, but the MoE suggested delaying it to the second semester when all principals' positions are filled and settled.

### **Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel**

#### Successes Achieved in Quarter 2

- As reported in the previous quarter, both CTP and G1-3 training manuals were developed and handed to ETC for review and approval. ETC decided that evaluation tests. The MoE ETC will put this on EduWave as they have done with other programs so trained teachers will take the test online. This is considered to be a very important step for ETC since these are the first tests they develop under the new structure of ETC and will support their



**Commented [NAR1]:** For PE Training? Edited

**Commented [NAR2]:** Are they informed of what is taking place in that regard in light of UNESCO and our assistance?

UNESCO is dealing with EMIS. The ERSP COP, as part of the EMIS committee, is trying to bring about broader discussion with UNESCO, DCU and other relevant parties about these other functions on EduWave.



aim of monitoring training programs and linking them to teachers' professional development. Thus ETC formulated two committees to develop the tests for the CTP and G1-3 trainings. During the next quarter a TOT training will be conducted and then ETC will start implementing the training roll out plan.

- The ECE newsletter was developed, printed and sent to MoE to be distributed. This edition of the newsletter contained practical tips for teachers to manage the learning environment and highlighted good practices and successes in the field.

#### Challenges

- ERSP planned to train the two core training teams for both CTP and G1-3 trainings and to start training teachers during the second quarter. The decision to develop online tests and to assign committees to carry out these tasks required ERSP to delay the training. However, the delay was worthwhile because having these online tests will increase the sustainability of the training programs.

#### Actions to be Taken

- Two CTTs will be formulated and trained to carry out the trainings for KG teachers and G1-3 teachers. The training will be implemented in the next semester in close coordination with the ETC.

### **Objective 1.4 Increased Parental Involvement and Peer Support in ECE**

#### Successes Achieved in Quarter 2

- ERSP completed its rigorous evaluation of the PCP. The findings showed that PCP activities had a significant impact on children's readiness, but not as much impact as a year of KG. Findings also showed that social and behavioral skills need more attention, especially among boys. The final report of the PCP impact evaluation with recommendations will be finalized and shared with USAID and the MoE early next quarter. The ECD Directorate decided to implement another round of PCP in the spring, and include PCP in the 2013 budget. The recommendations and new materials to be added will be addressed over the next quarter and prior to implementation.
- ERSP supported the MoE to conduct refresher trainings for 58 KG Parental Involvement PICs. Those PICs will train newly appointed KG teachers and principals next semester. ERSP also helped the MoE to conduct refresher trainings for 39 G1-3 Parental Involvement PICs from previous phases. Another 69 newly nominated G1-3 PICs received training to implement PI activities in the coming expansion phase. All G1-3 PICs will train targeted teachers and principals in the next semester.
- ERSP conducted about 70 field visits to follow up on the implementation of Parental Involvement in KGs and G1-3. Feedback from these visits will be shared with the ECE Directorate for their follow up.
- The supervision of the implementation of Parental Involvement in G1-3 was moved from the ETC to the ECD Directorate. ERSP considers this a success because it will give G1-3 PI an institutional "home" and increase the chances of long-term sustainability.



**Commented [NAR3]:** Will it be revised based on findings of the evaluation? Edited

#### Challenges

- Field visit reports noted that the PI implementation in G1-3 needs more support from Parental Involvement Coordinators. G1-3 were noted as receiving less visits and follow-up than KGs. ERSP is following up about this with the ECD Directorate, which has newly taken over the responsibility for G1-3 PI, and believes the new management will invest more in increased oversight and support.

**Commented [NAR4]:** What made them come to this conclusion? Edited

#### Actions to be Taken

- Discuss the findings and recommendations of the PCP evaluation with the MoE. Determine next steps to strengthen the PCP while also using the results to help make the case within the MoE for increased investment in KG.
- ERSP will support the MoE to conduct KG and G1-3 PI training for teachers and principals. Support includes mentoring the PICs during training, providing meals, manuals and stationary.

Commented [NAR5]: How- in practical terms? Edited

### **Objective 1.5 Improved Quality of Overall Kindergarten Experience for Children**

#### Successes Achieved in Quarter 2

- The QA audit initial report was developed and shared with the QA Directorate. The QA Directorate will share the report with the Central Planning Committee which consists of all Heads of MoE Directorates including FDs. After sharing the results with the Central Planning Committee, follow up meetings will be held with related staff in the FDs to address the QA results specifically.
- The QA Directorate formulated a committee to develop a QA framework document which will present the MoE vision of QA in KGs. Where the manual focuses on the details of “How to” this framework provides the big picture on the overall system. Included in this framework are objectives, standards, indicators, audit tools and the audit process. This committee started working on the framework with the support of ERSP, and is expected to finalize the document and print for distribution to all KGs during the next quarter.
- During the field visits conducted by ERSP, the team compared the results of the QA audit with the situation of the KG and found the QA results reflected an accurate picture of the KGs. However, the QA audit was implemented during last academic year, which means that in some KGs the teachers or principals have changed. This testing was done in approximately 90 KGs (the same 70 that received PI visits, plus an additional 20).

Commented [NAR6]: What is this? How is it different/ similar to the actual QA manual? Edited

#### Challenges

- After several delays, the Central Planning Committee meeting was finally scheduled for after Tawjihi exams and parliamentary elections. This means delaying the dissemination of QA results to the FDs until February.

#### Actions to be Taken

- ERSP will support the QA Directorate to train newly opened KG teachers and principals on implementing the QA system.
- ERSP will support the QA Directorate in holding meetings with related staff in FDs to plan for addressing the results of the QA audit.

#### ***ECE Transition Status:***

The ECE Component supports three MoE Directorates: Early Childhood Development, Education Training Centre and Quality Assurance. Each one of these builds their annual plan in alignment with the ERSP ECE component plan and the ERfKE II plan.

- The ECD Directorate plans to activate the Regional ECD Working Groups for increasing the number of KGs in public schools. The ECD Directorate also is taking the lead in implementing the PI in KGs and G1-3 and in implementing PCP activities.
- The ETC is also committed to carry out CTP trainings, G1-3 trainings and KG principals' trainings.
- The QA Directorate is fully engaged and committed to implement QA activities and adopt the improved system including revised indicators and tools.

Regarding renovations, the MoE needs to maintain ERSP quality standards for furniture donated from other sources, and develop a maintenance plan for renovated and furnished KGs.

### **E. Component Area 2: Youth, Technology and Careers**

*In collaboration with the Ministry, the YTC team is developing a comprehensive workforce skills framework that draws on the National Education Strategy, which identifies the academic and personal management skills that are necessary for success in the workforce. The YTC team is strengthening Field Directorate support to secondary schools, assisting them in improving workforce skills programs that actively link students and teachers to local industry. The synergy between programs will help teachers and counselors improve students' communication and thinking skills (academic) and positive attitudes and behaviors (personal management skills).*

#### **Objective 2.1 Enhanced MIS Curriculum**

##### Successes Achieved in Quarter 2

- Two e-Learning Design and Development workshops were conducted for QRC: "Establishing the Foundation" on October 14-18; and "Designing e-Learning Concepts" on December 9-13.
- ERSP facilitated the selection of 26 training participants, divided into five subject area groups. Groups were asked to develop a lesson (referred to as "Lesson A") during the daily training sessions and then to develop a second lesson ("Lesson B") as homework after finishing the training. Both lessons were launched on a specially developed open source learning portal for revision and assessment purposes.
- In the second workshop, participants were trained on including instructions and adding motivational features to their previously developed lesson designs and then to produce them on Storyline software using various instructional strategies. All the 26 participants were actively engaged in the workshops, and successfully posted Lesson A on Moodle.
- The leadership of QRC has been extremely supportive of this activity, and has stayed productively engaged throughout. Attendance and participant commitment has been impressive.



##### Challenges

- It is a challenge for participants to find time in between workshops to meet with their small groups and work on the Lesson B assignment. Four of the 26 participants are not from QRC (Training, Curriculum and DCU), which makes it harder for them to coordinate with their groups. However, ERSP has been able to facilitate group meetings and work on Lesson B is on track.

### Actions to be Taken

- Follow up on Lesson B assignment, to be posted on Moodle in late February.
- Planning and preparation for Workshop 3 “Production of Media Assets” in March.

## **Objective 2.2 Institutionalized School-to-Career Program**

### Successes Achieved in Quarter 2

- Pathways to the Future sessions were conducted in 84 schools.
- ERSP conducted 90 field visits to 84 schools. The visits focused on monitoring the implementation of the Pathways to the Future sessions, and guiding and mentoring the counselors.
- 11 CTT from the Field Directorates also visited the 84 schools, and applied observation tools and rubric with the counselors. A total of 25,727 students participated in the Pathways to the Future sessions.
- The counselors’ competencies were reviewed and endorsed by the university professors that were developed by the MoE and stakeholder working group, that included ERSP, supported by UNICEF. UNICEF will organize a ceremony to launch the competencies.
- ERSP reviewed the recommendations from the STC mid-term assessment and formed a plan of enhancement activities, which will be implemented during the rest of the program. For example, enhancement activities include a module to strengthen counselors’ group discussion facilitation skills, and an activity for counselors to engage parents of tenth graders in the topic of academic stream choice.
- ERSP worked closely with the Counseling Division to finalize the work plan and budget. The workflow has improved between the members at Career Counseling Division and the Educational Counseling Division.
- The MoE endorsed the career center TOR after a long period of review. A center utilization plan was also drafted and approved by the Technical Committee members. The TC selected six career centers which were established by ERSP to pilot the utilization plan.
- ERSP supported 84 counselors to plan for counselors’ internships, including guidance on how to network with business locations. Also a list of potential business locations was provided to the counselors to support them in finding locations to implement the internship.
- Conducted a meeting with 84 counselors to introduce the students’ portfolio, and its importance to demonstrate knowledge, skills and attitudes gained by students from the STC program. The counselors started to implement the portfolio in the first semester with all participating students.
- Completed the delivery of furniture for Cluster 2 career centers and counseling offices.
- Completed the renovation works for 20 counseling offices in the South region in Cluster 3.



Nawal Abu Shateera- student, 10<sup>th</sup> grade, Hay Al Ulaimat Secondary School for Girls- Mafraq FD: “I am very excited because I got the benefit I need from the STC program. Before the program I had the intention of choosing the IT stream in the secondary level, but now I know that the scientific stream is more suitable to my abilities and I decided to choose it. I will work hard to achieve my goals”.

Commented [es7]: edited

Commented [NAR8]: Would like to have what was approved and the utilization plan you mention.

YES, we will send you both with the response to the quarterly.

Commented [es9]: Edited

### Challenges

- This quarter was better than the previous quarter in terms of coordination between the two counseling divisions, but the new staff needs continuous support and mentorship especially with the transition plan.
- A comprehensive plan or strategy is needed to bring together the divisions of the Counseling Directorate to strengthen the vision and the role of this newly established Directorate.

Commented [NAR10]: Not in the ToR or utilization plan?

The TOR and utilization plan are for the centers. Here the discussion is about the Managing Directorate itself. There are discreet job descriptions but no holistic vision. We are considering options to help them though this is a bit outside our scope.

#### Actions to be Taken

- A strategic planning workshop is needed for the Counseling Directorate to clarify roles between the three Divisions (educational counseling, career counseling and protection) and increase its effectiveness in advocating for supportive policies related to counseling.
- The counselors' internship will take place at the beginning of the second semester for three days at different business locations.
- The counselors' competencies will be the starting point for consultant efforts in developing QA tools to monitor counseling activities. These will be used by the counselor divisions at the field directorate to monitor and follow-up on the full set of responsibilities counselors undertake.
- Youth Livelihood Mapping (YLM) enhancement and training will take place in the second semester, followed by the implementation of YLM sessions in all 84 schools.
- Review the recommendations of the STC midterm evaluation report and the proposed next steps with the Technical Committee.
- Introduce the role of the centers to the counselors at six pilot centers.
- Draft the Pathways to the Future implementation report after collecting all the observation tools.
- Place more emphasis in YLM training on parents' awareness, especially the parents of the 10th grade students, to help their children in streaming and planning for their career path.
- Sign contracts with two companies: one to accelerate the distribution of cluster 3 PCs to the schools, and the second to install the needed programs for these PCs.

Commented [es11]: edited

#### **STC Transition Status**

ERSP is working closely with the Career Counseling Division on their implementation of STC in previous year schools and expansion to new schools, according to the transition plan and budget. The Career Counseling Division sent a letter to the 188 schools from year 2 and year 3 to implement the *Pathways* sessions, and expansion in new schools will take place second semester. The MoE will do an assessment to select 20 schools as expansion schools to train on STC.

### **Objective 2.3 Improved Life Skills Education**

#### Successes Achieved in Quarter 2

- Several meetings took place with new staff at the Festivals Division to build their capacity on the program activities.
- ERSP conducted LSTS training for the 33 PE teachers and 12 CTT members at 12 Directorates on the amended LSTS manual. The training was successful and the DTT demonstrated their knowledge and skills during the training. The life skills became more visible in the training sessions with more elaboration of critical thinking and problem solving skills in particular.
- The MoE started the implementation of LSTS sessions at the schools. ERSP conducted 25 field visits to follow up on the implementation of the sessions. This year 80 students will participate from each school in the 24 sessions at 33 schools.
- ERSP finalized the community-based sports activity manual and submitted to the Festival Division for review.
- Sixteen meetings were conducted with private sector companies to raise funds for the heavy equipment at seventeen schools. Also fifteen private institutions were approached through emails and phone calls.



- Completed the renovation works for nine sport areas in the North, Middle and South.

#### Challenges

- The lack of coordination between the newly established Festivals Division and the Sports Activity Division continued. This caused a delay in the implementation of the program.
- Fundraising continues to be a challenge. The economic situation is not encouraging for the private sector to allocate funds or in-kind donations.
- The MoE has still not started the comprehensive renovation works for Al Zahra S. School in Ramtha Directorate. Therefore the acrylic works and installing the equipment were amended out of the existing contract and cannot be addressed until this renovation work is completed.

#### Actions to be Taken

- Coordinate between the two divisions through the Technical Committee meetings and through the General Education Managing Directorate.
- Organize a workshop for 33 PE teachers and CTT to train them on the Community Based Sports Activity Manual, this training will focus on planning for the festivals and leagues and also to network with the local community to support the program activities.
- ERSP technical coordinators and CTT will follow up on the implementation of LSTS sessions in the schools during the second semester with observation tools.
- Begin planning for the leagues and festivals that will take place near the end of the school year, these will be implemented across field directorate or clusters of field directorates to make it more localized. There will be 11 festivals spread out across the Kingdom. A schedule is under development.
- Follow up with potential corporate donors to raise funds for the heavy sports equipments (posts, goals, etc.) for 17 schools to reach the total amount of 31,840 JD needed.

Commented [es12]: edited

Commented [es13]: edited

#### **LSTS Transition Status**

The MoE is responsible for continuing the implementation in the 47 schools from Year 2 and Year 3. To this end, the newly established Festivals Division sent a letter, but without conducting field visits to monitor the implementation. In addition, the MoE is responsible for rolling out the program in new schools. These activities are in the budget and the work plan, but limited personnel capacity is hindering implementation of the transition.

### **F. Program Component Area 3: Professional Development and Credentialing**

*The Ministry considers the Professional Development and Credentialing Component to be vital. ERSP is providing an induction program for newly appointed teachers. It also provides an in-service teacher training program and a program training leaders for change, following a whole school development approach. ERSP is implementing a professional development program for the effective use of facilities in MOE newly constructed schools funded by USAID. ERSP is providing the Ministry with able trainers, training resources, procedures and systems, as well as policy support to institutionalize high quality professional development programs for educators, complete with protocols and systems for mentoring educators in their schools and classrooms. ERSP and its partners have been recognized as a significant contributor to forming the new vision and framework for professional development in response to the ERfKE 2 goals.*



### Objective 3.1. Development and Implementation of an Induction Program for Teachers

#### Successes Achieved in Quarter 2

##### **Induction General Program**

- The training program targeted 600 newly hired teachers, with 671 being on the initial participant list provided by the MoE. A total of 486 teachers registered with the training program. Of the 486 that registered, the number of teachers who achieved an attendance percentage between 60%-69% was 17 (3.5%), between 70% -79% was 33 (6.8%), between 80%-89% was 281 (69.3%) and the number of teachers who had perfect attendance was 56 (11.5%).
- At the end of the program 337 participants completed the satisfaction survey that showed that trainees were highly satisfied with the training. The overall satisfaction percentage was 89.5%. In particular in Ajloun and Irbid 3rd sections, the trainees emphasized that the training was valuable for them and mentioned that it positively affected their teaching skills and classroom management to a large extent. Also, teachers in Naour section praised the different training techniques and agreed that it helped them improvise different teaching approaches in their classrooms.

##### **Mentorship Program**

- The mentors for the newly hired teachers were identified for the Mentorship program. In accordance with MOE's request this program targeted two expert teachers from every school where there is one or more newly hired teachers and empowered them to guide, support and provide feedback to the newly hired teachers in their working environment.
- A total of 628 teachers were identified in 314 schools and were formally invited to attend the Mentorship program in 30 sections across the FDs. A total of 465 of those invited registered with the training program. Of the 465 that registered the number of teachers who achieved an attendance percentage between 60%-69% was 89 (19.1%), between 70-89% was 0 and the number of teachers who had perfect attendance was 348 (74.8%). The trainees were highly energized and interactive during the tasks. This showed in the high percentage of trainees' satisfaction as per the end of program survey results under the item training benefit which was (91.8%) and the overall satisfaction percentage was (90.1%).
- The training was implemented in all the training sections as scheduled due to the high coordination between the FDs and the ERSP LNOs. Attendance was perfect for all of the training program workshops in Southern Shouna and Ma'an-Shoubak training sections and for the first two days in Al Muwaqqar training section.
- During the training, teachers in many sections were eager to start their mentoring duties with their mentees in their schools and they planned for these duties as soon as the training workshops ended such as in Al Ruseifa, Southern Shouna and Amman 4th sections.
- The mentoring process was particularly successful in some FDs such as Al Ramtha FD where all the mentors who participated in the program have documented their mentoring activities through their reports. Also, the process was good in Al Muwaqqar, Al Koura, Al Ruseifa and Theeban FDs where the Master Trainers received mentoring reports from mentors in 60% or more of the schools.

#### Challenges

##### **Mentorship program**

- Training did not start as scheduled in Southern Shouna section because the targeted trainees were not informed about the training by the FD. The ERSP LNO and the responsible Master Trainer worked together and informed all the targeted trainees. The training took place and finished on time as planned.
- Training did not start as scheduled in Irbid 1st section because the FD mistakenly informed the newly hired teachers instead of the targeted trainees. The FD, the ERSP

**Commented [NAR14]:** These add up to 387!

They were accounting for those that achieved 60% or higher, not the whole population. Attendance below 60 is considered poor and the need to highlight the gradations of poor were not considered necessary. What we know from this is that 99 persons had poor attendance.

**Commented [NAR15]:** Isn't that a very big number given the number of newly assigned teachers who actually participate in training? Or would these mentor new teachers even if they did not participate in training?

The number is not based on the number of newly appointed teachers. This number selected is based on the number of assigned schools for newly appointed teachers who participated in the Induction program, so induction teachers share the school based mentor.

**Commented [NAR16]:** They add up to 437.

Attendance averages of 60% and above. Please reference note above.



LNO and the ERSP PD team worked together and informed all the targeted trainees. The training took place and finished on time as planned.

- The training venue in Amman 2nd FD was closed. The ERSP LNO immediately coordinated with the FD and they appointed a new training venue. The training took place and finished on time as planned. In Badia Northwest, the lack of follow up in identify a proper training venue lead the ERSP PD team to coordinate with the nearby Al Mafrq FD which welcomed the training in one of their schools.
- Trainees were not pleased to have the training on Saturdays because it is their weekend. Attendance percentages on Saturday workshops were much lower than those on Sunday workshops.
- Trainees complained about not receiving a participation certificate for the training program or not being financially compensated for their mentoring duties at the schools afterwards. This caused many withdrawals just after the first workshop such as in Zarqa 1st, Zarqa 2nd, Irbid 3rd and Ajloun sections.
- The mentors in eight FDs from six training sections did not send any reports although the Master Trainers called them three times and sent e-mails during November and December. The MTs also called the Heads of Supervision to follow up with them. It appears that the lack of financial compensation for the mentoring duties was an obstacle in most FDs. In South Shouna FD some of the newly hired teachers refused to be mentored. The FD communicated with the school principals that had this issue with their newly hired teachers. Some of the refusing teachers complied and others continued to refuse. The Master Trainers only received 109 monthly progress reports in addition to many class observation reports from 79 out of 247 participating schools (32%).

#### Actions to be Taken

##### **Induction General Program**

- The participation certificates for the program will be issued for all the teachers who achieved 80% attendance during the training program.

##### **Mentorship Program**

- The Mentors will continue their mentoring activities with their mentees at the start of the second semester. The Master Trainers and the Heads of Supervision will follow up on these activities through the monthly class observation and mentee progress reports. Also, the Master Trainers will call and remind the mentors' bi-monthly in order to collect the mentoring reports from them.
- The Master Trainers will follow up on the mentoring process and activities with the newly hired teachers when they join the Specialized training program in March.

### **Objective 3.2 In-service Professional Development: A School-based Model**

#### Successes Achieved in Quarter 2

##### **In-service Program**

- The In-service Foundation program started on October 7<sup>th</sup> and ended on November 1<sup>st</sup>.
- The training program targeted 2,204 teachers. The number of teachers who attended the training program was 1,708 teachers. The number of teachers in this four session workshop who achieved an attendance percentage of 50% was 115, 75% was 399, and the number of teachers who had perfect attendance was 1,056 (61.8%).



Teachers Zainab & Aheda while working on "My Dream School" task.  
*"Sometimes I think that I have all the knowledge and skills that I need to be a good teacher, but in every workshop I find out that there are more things I have to learn."*

**Commented [NAR17]:** Isn't it a school? Was the principal not informed?

The implementation of the Mentorship program is school based but the preparation of the mentors is FD based. This school was used as training center by the FD. It seems that the principal was not notified by the FD as it was a Saturday and the school was closed.

**Commented [NAR18]:** This I think is a result of a challenge and not the challenge itself.

We would consider it both as it does present a challenge in achieving desired action that we must overcome. There are incentive issues at play here that are noted in the paragraph.

**Commented [NAR19]:** Again here- numbers add up to 1,570. Where are the rest?

Attendance detail begins at 50%. Please reference note above.

- At the end of program, 1,214 teachers completed the satisfaction surveys which showed that the trainees were highly satisfied with the training and the overall satisfaction percentage was 90.4%. The main critical note resulting from the surveys was related to the workshops' time because workshops start after working hours.
- The Master Trainers reported that the trainees emphasized the importance of some topics such as appreciative inquiry, communication, feedback, planning, vision, reflection, teamwork, and knowledge economy and knowledge workers. They also actively worked on the tasks during the training sessions.
- There were outstanding numbers of trainees' participation in several locations and significant increases in others in general training compared to foundation..
- All workshops in all FDs were completed in a desirable timeframe despite delays in some FDs.
- The In-service General program started on November 5<sup>th</sup> and ended on December 27<sup>th</sup>.
- The training program targeted 2,204 teachers. The number of teachers who attended the training program was 1,431 teachers. The number of teachers who achieved an attendance percentage between 60%-69% was 24 (1.7%), between 70%-79% was 75 (5.2%), between 80%-99% was 521(36.4%) and the number of teachers who had perfect attendance was 660 (46.1%).
- According to the results of the end of training surveys completed by 1,061 trainees, they were highly satisfied about the training and the overall satisfaction percentage was 90.1%.
- Master trainers reported that the trainees emphasized the importance of some topics such as lesson study, book club, school activities, working as a team, types of operational teams and leadership. The trainees worked on the tasks during the training sessions.

#### ***In-service Program (MOE Trainers)***

- The In-service Foundation program started on October 8<sup>th</sup> in 19 FDs and ended on October 31<sup>st</sup>.
- The In-service Foundation program was implemented by the MOE trainers in 71 out of 72 schools and the total number of participants was 919 out of 1,156 (79.4%).
- The Master Trainers held two rehearsal sessions for the MOE trainers in the 19 FDs. All the MOE trainers received the needed materials for the program and conducted the training days.
- The MOE trainers who are training the In-service Foundation program in the 7 FDs were the same trainers who trained last year in the In-service program. Their competencies in training and facilitation skills were visible.
- Coordination between the FD and the ETC led to make up for all the missed workshops in the program during Eid vacation or any delay at the beginning of the program.
- The In-service General program started on November 8<sup>th</sup> in 19 FDs and ended on December 27<sup>th</sup>.
- The In-service General program was implemented by the MOE trainers in 69 schools out of 72 and the total number of participants was 827 out of 964 (85.7%).
- The Master Trainers held two rehearsal sessions for the MOE trainers in the 19 FDs. All the MOE trainers received the needed materials for the program and conducted their assigned training days.
- The MOE trainers who trained in both programs (In-service Foundation and General) showed high improvement in their training skills according to the performance observation rubrics.
- The MOE trainers started filling the new database form for the trainees' attendance and marks in preparation for their own data collection systems to support accreditation.

#### ***Exam for In-service and Principal Leadership***

- The ERSP exam was held as scheduled on Saturday Dec 15<sup>th</sup> for both the MOE and ERSP In-service program. Also principals and teachers who did not attend the make-up exam

**Commented [NAR20]:** Again- 1280.

Below 60%.

**Commented [NAR21]:** How much support is ERSP providing in the below activities?

We offer rehearsals and mentoring support. We also assist the MoE at the central and field directorate level in providing materials as well as developing their coordination and management skills to implement.

**Commented [NAR22]:** Is their program more condensed than ERSP's?

No, it is the same program.

**Commented [NAR23]:** Too much detail!

Edited to clarify.

These are important activities for us to document as they are linked to your questions above. And activities worth tracking as they directly relate to the efforts and the success in the transitioning process.

which was held on May 26, 2012 and had an official excuse for not attending were invited.

No. of FDs	No. of Schools	No. eligible to take exam	No. of Examinees	
			ERSP implementation	MoE implementation
31	116	1,688	1125	295
1420 <sup>1</sup>				

- The number of teachers and principals who took the exam online was 1,176 and the number of teachers who took the exam on paper was 244.

Participants	No. invited to sit for the exam <sup>2</sup>	No. who took the exam	No. who passed the exam	% passed of total population	% passed of those sitting for exam <sup>3</sup>
<b>ERSP Implementation</b>					
Teachers	1438	956	870	60.5%	91%
G1-3	117	109	82	70.1%	75.2%
Principals	85	60	28	33%	46.6%
<b>MoE Implementation</b>					
Teachers	297	255	210	70.7%	82.4%
G1-3	27	24	12	44%	50%
Principals	21	16	6	28.6%	37.5%

#### ERSP In-service Follow-up Year 3 schools

- The Master Trainers finished the 2<sup>nd</sup> follow-up visit for all of the 116 schools and the 3<sup>rd</sup> follow-up visit for 115 schools that participated in the Y3 In-service program as scheduled. They also informed the schools about the dates for the coming follow-up visit and the date of the ERSP exam.
- During the follow-up visits, the Master Trainers and the schools' teams came up with 154 new project ideas besides the 226 ones produced during the first follow-up visit. The schools' teams submitted 177 project plans from those ideas in 71 schools and they planned to implement them during the 1<sup>st</sup> semester. They also encouraged the schools' administration and teachers to revive the schools' teams especially in the schools that showed minimal, if any, progress during the first follow-up visit and they succeeded in doing this in 26 schools during the 2<sup>nd</sup> follow-up visit.
- School teams in 40 schools started implementing 77 new projects at their schools.
- During the 2<sup>nd</sup> and 3<sup>rd</sup> follow-up visits, Master Trainers attended 437 class visits in 114 out of 116 (98.3%) schools<sup>4</sup>. The visits showed that the teachers who participated in the In-service specialized program still use modern teaching methods and ICT.

#### MOE Trainers' Performance and Shadowing

- Seventy six MOE trainers were in charge of conducting the training workshops. The Master Trainers visited the MOE trainers for mentoring and coaching purposes. The performance of MOE trainers was measured against different areas such as management of the training workshop time, management of the training environment, preparation of the workshop content, presentation skills and communication skills. Based on this, they are classified into three categories (excellent, very good, good<sup>5</sup>). The number of MOE trainers

<sup>1</sup> Out of the 1420, 1176 teachers and principals took the online exam while 244 took the paper exam.

<sup>2</sup> No. of participants with 80% attendance requirement to be invited to sit for the exam

<sup>4</sup> Abu Nusseir S.S in Ain El Basha FD did not agree to follow-up class visits. Abi Tamam S.S for Boys postponed class visits because the school is facing challenges in handling the continuous influx of Syrian students. The crowded classrooms prevent teachers from implementing lessons as planned.

<sup>5</sup> The ERSP team has not rated any trainer as less than "good" at this time given on-going capacity efforts and on-going demonstration of skill acquisition.

**Commented [NAR24]:** What support are we providing to help them improve in the areas they were found to not be "excellent" in?

Last Bullet added.

Also after each coaching session, the coach discusses the performance areas where the MOE trainer was excellent and discusses with him/her the performance areas where s/he needs to show improvement in the next coaching session.

who are in the excellent performance category is 58. They were well prepared; they dealt with the obstacles during the workshop implementation and they had high presentation and communication skills. The number of MOE trainers who are in the very good performance category is 16. They should work more on the following: dealing with questions posed by trainees, explaining the training tasks in detail and linking among workshops topics. The number of MOE trainers who are in the good performance categories is two. They should work more on improving their planning for the workshop.

- The TOT shadowing phase began with the start of the In-service program on October 7<sup>th</sup>. A total of 133 out of the 145 TOTs (91.7%) shadowed the Master Trainers during the In-service Foundation and General training programs, with one more added later. ERSP is tracking the performance of the master trainers and a summary report will be provided at the close of this training year. Findings in progress midway through the program include:
  - During the implementation of the In-service programs, the percentage of participation in the shadowing activities ranged from 68.5%-82.8% in Semester 1.
  - The TOTs attendance was exceptionally remarkable in North Ghore, Irbid 3<sup>rd</sup>, Theeban, Al Ruseifa, Der Allah and Al Ramtha FDs where all the identified TOTs who finished the TOT training program fully participated in the shadowing phase and had consistent attendance.
  - A total of 105 out of 146 TOTs (71.9%) prepared and facilitated training sessions. After each practicum session, the Master Trainers discussed with them their performance in terms of strengths and areas that need improvement.
  - In measuring preparedness of the 105 ToTs: 63 (60.0%) were very well prepared and knowledgeable because they had the trainees' booklets, trainers' notes and material well ahead of time; 30 (28.6%) were prepared but needed further preparation; 12 (11.4%) were not well prepared, nervous and tense during their presentation.
  - In measuring presentation skills of the 105 ToTs: 46 were excellent (43.8%); 40 were relatively good (38.1%); 19 (18.1%) had average presentation skills and needed more practice.
  - In measuring managing the training environment skills of the 105 ToTs: 37 (35.2%) were very effective and skilled as they thoroughly introduced the tasks, their objectives, procedures and time to the teachers; 48 (45.7%) managed their part of the workshop properly and needed little help from the Master Trainers; 25 of 105 TOTs (19.0%) had difficulties, such as not being able to guide the participants' work and not achieving fully the objectives through the training tasks.
- The ToTs have another semester of shadowing in which they will continue to be coached to improve their weak areas and continue to strengthen their overall skill set.

#### ***National Contest for the Success Stories of Schools***

- The ERSP LNOs distributed the formal letter for the awards ceremony for the Success Stories Contest to the 42 FDs. The FDs distributed it to the 63 participating schools and the 116 schools participating in Y4 training.
- The awards distribution ceremony was held in the Intercontinental Hotel-Amman on November 10<sup>th</sup>. Approximately 350 persons attended.
- Fifteen regional winners and five national winners were awarded prizes.
- The National Contest for Success Stories of Schools will be repeated for Y4 116 schools and the 72 MOE schools.
- The impact of the ceremony showed during the implementation of the new In-service program for Y4 through the creative project ideas school teams came up with. Schools are adamant on participating in the contest this year.

**Commented [NAR25]:** The level of detail of the below points make it difficult to understand or get the most important points.

Condensed. In the past this information was desired as their performance is critical to the transition process. If no longer deemed valuable we can delete these sub-bullets. Please advise.

### Challenges

#### ***In-service Program (ERSP Trainer)***

- Some schools resisted training, but through the collaborative efforts of the ERSP team, the ETC staff and the FD liaison officers and Heads of Supervision the problems were resolved. These schools included: in Al Nahda Secondary School for Girls in South Shouna FD, Edoon Bani Hassan Secondary School for Boys in Al Mafrq FD, and Mansheyyet Al Solta Secondary School for Girls in Badia North West FD.
- All the nominated schools in Al Qweismeh FD were two shift schools. Two schools with the same shift were chosen to join the In-service General program.
- There are still schools that are unwilling to participate for a variety of reasons. In some cases there are resolutions and in others schools are changed.
  - Double shift schools in North Ghore FD and Aqaba FD were changed.
- The teachers' attendance was very low in some schools. Reasons for low attendance included distance of trainees' homes to schools, Eid vacation, mixed gender training. The ERSP PD team contacted the ETC to address the low number of participants in particular locations and to report the names of the FDs with low attendance in order to raise the numbers as agreed with the ETC.
- Problems were faced in implementing training in the following locations: Ajloun FD, Al Badia Northeast, Zarqa 1<sup>st</sup> FD, Naour FD, Wadi Al Seer FD and two sections in Al Koura. The issues were identified, addressed and resolved.
- There was difficulty in the implementation of some projects, especially projects that require students' participation due to the start of the first semester exams. It was agreed that work on the implementation of the projects would be after conducting the exams.

#### ***In-service program (MOE Trainers)***

- Thirteen schools in Al Koura, Badia North West, Amman 2<sup>nd</sup>, Al Qweismeh, Bani Kananah and Jerash FDs and one refused to attend the program. They were changed with other schools that were willing to participate in the training. Workshops were rescheduled.
- In-service Foundation program did not take place in one school in Badia Northwest because they refused to attend the program. There is no resolution to-date.
- In-service General program did not take place in two schools in Amman 2<sup>nd</sup> and Zarqa 1<sup>st</sup> FDs. The schools refused to continue the program due to its length. To date there is no resolution.

#### ***Exam for In-service and Principal Leadership***

- Internet weakness and computer malfunction presented some challenges in the exam implemented using school labs, although these computers and Internet speed were tested earlier by the MOE IT department and the FDs staff.
- There were some cases of teachers who were not able to sit for the online exam because of eyesight problems and their inability to read as they did not have appropriate corrective eyewear; this appeared in the Aqaba and Jeeza FDs.
- In some cases teachers lacked the needed skills to use computers, while in some distant areas there was a shortage in computers compared to the examinees numbers at Zarqa 1<sup>st</sup>, Karak, Ma'an and Tafilah exam venues. These examinees took the paper exam.

#### ***In-service Follow-up visits Year 3 schools***

- Princess Alia Bint Al Hussein Secondary School for Girls in Al Mafrq FD moved to a new school building and is participating with the ERSP Newly Constructed Schools (NCS) activities. It was decided to stop doing any follow-up visits at the school starting from the 3<sup>rd</sup> follow-up visit.
- Halawah Secondary School for Boys in Ajloun FD is currently participating in the "Learning Environment Technical Support" project and has its workshops on the same day as the follow-up visit from 12:00 till 16:00. The Master Trainer rescheduled the follow-up visits for a different day.

**Commented [es26]:** Edited. It is an exam ERSP developed and used for accreditation of both sets of participants

**Commented [es27]:** edited

- Kufur Al Ma'a Secondary School for Boys in Al Koura FD is currently participating with "Madrasati Initiative" and the school building is under maintenance which is preventing the teachers from working because they moved temporarily to a different school building until the end of this semester.
- The school Principal and teachers from Abi Tammam Secondary School for Boys apologized and did not do the scheduled class visits because the school is facing difficulties in handling and managing the continuous influx of Syrian students fleeing the war in Syria. The crowded classrooms prevented the teachers from implementing their lessons as planned at the beginning of the scholastic year.
- Teachers were not satisfied with the results of the HED scholarships, TOT selection and the National Contest for Success Stories in 13 schools from nine FDs. They were informed by the Master Trainers in charge of the follow-up visits that all the selection processes followed transparent procedures and were conducted by committees from the MOE and the ERSP PD team.

#### **TOT Performance and Shadowing**

- Distance between training locations and TOT workplace has caused reduced attendance with shadowing activities, for example in South Mazar and North Mazar-Bani Obeid (Formerly Irbid 2<sup>nd</sup>) FDs.
- In many FDs such as Aqaba, Ain Al Basha and Al Qaser FDs, the FDs did not allow the TOTs to accompany the Master Trainers for a whole working day due to the workload, but they were allowed to attend the workshops. In some cases, school principals did not allow the teachers to attend the onsite shadowing for the whole day due to the workload especially in Al Ramtha, Al Qaser, Aqaba, and Irbid 3<sup>rd</sup> FDs.
- In some FDs such as Al Ramtha and Al Qaser, there was only one section for the In-service General training where all the TOTs had to shadow the ERSP Master Trainers. This caused crowdedness in the section. Heads of Supervisions in the FDs divided the TOTs into two separate groups that shadow on different days.
- Five TOTs from North Mazar-Bani Obeid FD, Ruseifa FD and North Ghore FD withdrew at the beginning of the shadowing phase because four did not complete the TOT training program And one resigned to work in the Gulf.
- The areas in which TOTs had the most challenges were managing the time of the tasks and presentations and also in managing discussions and using questions. Only 13 out of 105 TOTs (12.4%) had excellent time management skills and 30 out of 105 TOTs (28.6%) needed more time to complete their role in the workshop as they did not use the allocated time properly. Also, only 29 out of 105 TOTs (27.6%) used effective questioning techniques and managed the discussions properly, and 18 out of 105 TOTs (17.1%) could not lead discussions effectively and did not use questioning well during the workshops. They will be coached during the second semester to improve their skills in these areas.

#### **Actions to be Taken**

##### **In-service (ERSP Trainers)**

- The participation certificates for the Induction and the Foundation phases of the training program will be issued for all the teachers who achieved 80% attendance during the training program.
- The schools will participate in the In-service Specialization training which will start on Monday March 18<sup>th</sup>.

##### **In-service program (MOE Trainers)**

- The MOE trainers will use the new database form for collecting the trainees' information required for the exam and certificates.
- The ERSP PD team will follow-up with the MOE trainers on the evaluation process for the school projects.

**Commented [NAR28]:** Was that reported to Susan as requested?

YES

**Commented [NAR29]:** Is this being discussed under the transition?

YES, but TOT implementation itself is not a transition issue as the transition issue is the MOE having trained trainers. The ETC agreed with us that the TOT certificates are only granted with shadowing and not simply having taken part in the direct training.

**Commented [NAR30]:** Which one is that?

Needed for accreditation. At this point it is simply excel trackers at the FD level to collect trainee information, attendance, performance data needed to make the determination of pass or fail at the end of the program.



### ***Exam for In-service and Principal Leadership***

- Teachers and principals who achieved 75% of the total program requirements will be issued accreditation certificates.
- A make-up exam will be held for the absentees with official excuses, individuals who achieved less than 75% and those who failed the exam in February 2013.

### ***Follow-up visits for year 3 schools***

- The fourth through seventh follow-up visits will take place as scheduled during the second semester.

### ***TOT shadowing***

- The TOTs will continue the shadowing phase of the MOE TOT trainers' preparation program during the second semester of the 2012-2013 scholastic years in the Leadership programs and the In-service Specialized program. They will be assessed based on their performance during the final shadowing weeks of the training programs.
- A final report about the performance and attendance of the TOTs will be issued at the end of the shadowing phase of the MOE TOT trainers' preparation program.
- TOT certificates will be issued only for the TOTs who successfully meet all the requirements needed to be a certified MOE trainer for the ERSP MOE implementation, as opposed to a general MoE trainer certificate which is not yet an established position on the career structure.

### ***National Contest for the Success Stories of Schools***

- The success stories evaluation criteria were modified. Also, the FDs will be involved in the evaluation in the first stage. To improve the quality of success projects, three contest categories were introduced.

## **Objective 3.3 Change Leadership Training for Principals and Supervisors**

### ***Successes Achieved in Quarter 2***

- No activities this quarter

## **Objective 3.4: Enhancing Institutional Capacity to Delivery PD Programs (MoE Reform)**

### ***Successes Achieved in Quarter 2***

- Implemented the follow-up meeting to the July 2011 transition planning meeting. This Strategic Planning Workshop engaging a select group of decision makers and senior technical team members went exceptionally well and received highly positive feedback. Four Managing Directors were present for this workshop. The Ministry officials were attentive, active and engaged fully for the duration of the meeting. Resulting from the meeting was a greater awareness for the project as a whole, the linkage between the components, issues and opportunities for integration within the national programming the MoE offers, and preliminary ideas for further strengthening the institutionalization of programs.
- While the general teacher standards progress towards finalization has been slow, the principal standards have made significant progress and are nearing finalization. Once finalized and due to the alignment of these standards with those of the supervisor, it is anticipated that the supervisor standards should be finalized rapidly in the wake of the principal standards.
- Leadership training content mapping exercise was concluded with close coordination and collaboration of QRTA, SDIP, and ERSP.
- ERSP participated with a committee established by the MoE to develop the framework for the Quality Assurance, Monitoring and Evaluation (QAME) Division at the ETC.
- ERSP participated in a committee working together with the MoE and QRTA and produced a plan for the actualization of teacher policy framework.

**Commented [NAR31]:** Please share.

We will share as with last year's. This will not be ready until June or July. Do you want me to resend the one from last year?



- The observations and feedback from the MoE on the ERSP induction program were quite positive and highlighted the benefits of our program that should be considered in selecting the model for a National Induction Program that both the MoE and ERSP should implement for the 2013-2014 academic year.

#### Challenges

- Newly established central managing directorates in the MoE have added to the confusion of the process for seeking final approval on the new standards for teachers and leaders.
- The teacher licensing policy and the new policies on the ranking and promotion scheme requires more input and authority than the ETC to assess the financial feasibility of the plan, articulate the policy in detail and to enact it. With revolving ministers this remains a challenge as leadership is critical to negotiating a new policy of this significance and one which places performance responsibilities on educators.
- The Minister, not privy to the partnerships and progress to date in support of ETC, tasked QRTA with leading the draft of the ETC work plan and defining priorities. Unfortunately, QRTA does not have the historical knowledge of the considerable amount of effort and progress made to date or full knowledge of the professional development framework.

#### Actions to be Taken

- Draft the summary report including next steps of the Strategic Planning Workshop and share with the MoE. As part of this next step, work with the DCU to determine a Senior Level committee to review next steps in an integrated and holistic manner that ascends the component or sub-component focused interests. The ranking and promotion policy should be addressed by this committee.
- Advance the general teacher standards and the leadership standards to final drafts to be presented to the relevant approval body within the MoE.
- Develop the curriculum framework for future leadership programs that guide the development and implementation of leadership training according to the new ranking and promotion system and aligned with the standards.
- Assist the MoE define the National Induction Program model, content and implementation strategy and modify our program implementation inputs under Objective 3.1 accordingly.
- Collaborate with QRTA in the support of ETC development and follow-through on a revised work plan outlining priorities and key actions in enacting the professional development policy framework. While the Minister has tasked QRTA with this, ERSP has been at the forefront of these development initiatives within the MoE and needs to play a major support role if this task is to build on the progress made to date. ERSP recognizes that the project has a finite existence and QRTA can potentially serve as sustained technical support to the MoE and therefore in the interest of sustainability this collaboration is deemed value added.

### **Objective 3.5: School Professional Development for MoE Newly Constructed Schools (NCS) funded by USAID**

#### Successes Achieved in Quarter 2

##### Year 3 schools

- Monitoring and Evaluation tools were distributed, data collected and analyzed. Findings included:
  - According to the School Assessment Rating Scale all schools marked above 70% (varied from 71.5% to 90.5%) which means that schools succeeded<sup>6</sup> in developing clear and comprehensive mission and vision, effectively utilized the ICT tools and other available spaces and resources, had clear evidences of leadership, decision

<sup>6</sup> Based on the evaluation tool and the criteria included in it, 70% and above are considered to be a rating for overall performance.

Commented [es32]: edited

Commented [NAR33]: Is there a report?

Yes these reports are in final draft. There is the report for the School Rating Scale and The Counselors' Document Analysis. We will share those.

What about comparison with the old schools or student data in old schools versus newly constructed?

In this quarter no comparisons were made between old and new schools with regards to students' data. One was done in June 2012 to compare students' results in old schools then in new schools between the 2<sup>nd</sup> semester 2010/2011 and the 1<sup>st</sup> semester 2011/2012 and a report was submitted of this June 2012.

making and they were successful in engagement their local community and students in their school life.

- Findings from the School Project Rubric at Safieh Bint Abd Al Mutaleb School in Rusaifeh concluded that their projects were successful at 87.5%, meaning that the school succeeded in planning, executing and reflecting on the results and impact of those projects in solving the important school issues or responding to its needs as specified on the priority list developed at the school.
- The Counselors' Documents Analysis indicated that schools are showing higher level of discipline and commitment with regards to students' attendance at the morning assembly on time, abiding by the school's rules and regulation, stopping the verbal and physical abuse between students, and wearing the school's uniforms.
- Four schools out of thirteen concluded the enhancement activities: Maimouna Bint Al Hareth School, Aysha Um Al Mo'mneen School, Dahiet Al Ameer Hassan, and Madaba School.
- Learning technologies played a key role in enhancing teaching inside Year 3 schools. ERSP coaches attended 270 interactive lessons that were designed by teachers using ICT tools integrated with modern pedagogies to ensure useful lessons for students.
- Fourteen guides were produced by school staff and teachers for practical models in the rotation process and activating the learning difficulties rooms. This will help the school sustaining the school performance for the future.
- Students' committees were engaged in a structured partnership with teachers, parents and school principals in the operation of their schools.
- Four team building activities were conducted this quarter in Othman Bin Affan Irbid School, Um Qsair W II Muqabaleen Basic Boys School, Othman Bin Affan Sahab School and the 8<sup>th</sup> Area School for Boys in Aqaba FD.
- Six out of thirteen change dissemination events were conducted this quarter<sup>7</sup>. The events were successful in terms of organization, attendance of parents, teachers from other schools and local community members, dissemination of the knowledge and skills gained during the PD program, sharing the available resources with neighboring schools, and the active participation of students.
- Finished collecting, evaluating the High Education Diploma Scholarships' applications from Y3 schools. The final list has been approved by the MoE and the 24 recipients will start their diploma in February 2013.
- Finished conducting the following programs (See Annex 3 Tables 1-6 for details):
  - *PD Specialized Program for Male Schools* in 3 out of 6 schools;
  - *Modern Teaching Strategies for Early Grade Teachers* in 6 out of 9 schools.
  - *Practical Models in the Rotation Process* in 12 schools out of 13.
  - *Activating the Role of the Learning Difficulties Room* in 9 schools out of 11.
  - *Differentiated Learning* in 3 schools out of 3.
  - *Modern Teaching Strategies* is still underway.
- Conducted 496 onsite support activities in Year 3 schools.
- One to one, 3 hour coaching sessions were conducted by ERSP coaches for principals each week during this quarter.
- Significant successes were achieved at Othman Bin Affan Secondary Boys School in this quarter. See Annex 1, Table 7 for details.



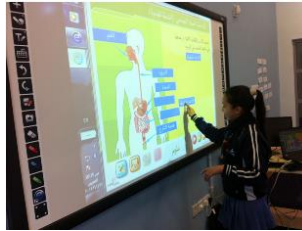
**Commented [NAR34]:** Higher than when?

Higher than the first Counselors' document analysis we conducted on June 2012.

<sup>7</sup> The six locations for events were Um Qsair II Muqabaleen School, Othman Bin Affan Secondary Boys School, Aysha Um Al Mo'mneen Basic Co School, Al Qadesiah Secondary Girls School, Othman Bin Affan Basic Boys School, and Maimouna Bint Al Hareth Basic Girls School

#### Year 4 schools

- First Day Celebrations were conducted in the nine open schools. FDs, ERSP and the local community attended, which motivated the staff and local community to participate in school activities.
- Nine hygiene and cleanliness campaigns were organized in each school by teachers and students to reach optimum levels of hygiene.
- As an outcome of block 3 training programs, 95 action plans were prepared by teachers for different projects and initiatives that will be implemented starting the 2<sup>nd</sup> semester. School-based income generating activities were implemented, as the Book Exhibition at Um Al Somaq Al Janoobi Basic Co School, the Food Bazaar at Al Madina Al Wardya Basic Co School, and the Art Exhibition at Hetin Basic Co School.
- Schools developed their own vision, mission and code of honor as well as created their own websites and social media outlets.
- The rotation system is effectively performed inside schools since the first day based on the schedule that was prepared by school staff with ERSP support.
- Needs assessments were conducted for each of the nine open schools mapping the competences of teachers and providing a brief portrait of the schools' situation.
- Training programs implemented in these schools include: (Details in Annex 3, Table 8-11)
  - *Modern Methods of Teaching and Learning* is being implemented.
  - *Leadership and Management* in 3 out of 9 schools.
  - *Students' Discipline and Management* in 6 out of 7 schools.
  - *Activating the Role of Parents and the Local Community* in 6 out of 8 schools.
  - *Activating the Optimum Utilization of School Resources* in 1 out of 3 schools.
- Conducted 664 field onsite support activities in Y4 schools.



**Commented [NAR35]:** In all schools? Boys versus girls? Any trends identified worth sharing?

All schools (male and female) are now implementing the rotation system effectively. The training program helped in increasing teacher knowledge concerning the added value of rotation through workshops and increasing their awareness that the Rotation system is not only a military march style movement but rather a way to utilize the schools' available resources, maintain hygiene in classrooms, and activate the use of bulletin boards.

#### Challenges

##### Year 3 schools

- Despite the meetings that were conducted with Ministry headed by the SG and attended by the field directorate manager to follow up on Othman Bin Affan Sahab School staffing, maintenance and security issues, actions were not taken as expected by MoE and FD personnel to solve those challenges.
- The delay in approving the HED scholarships led to discouraged teachers and caused lack of confidence on ERSP promises in incentivizing the best performance and subsequently reduced attendance in the training workshops.
- The significant delay in solving maintenance issues inside the schools.
- The resistance to attend training activities due to the lack of financial incentives at Othman Bin Affan School in Irbid, Saad Bin Abi Waqas and Abdelmunem Riyad. Several visits were paid to the schools by the ERSP support team and in Irbid by the FD Director to explain to teachers the importance and positive impact this PD training program can bring to them and to their future educational career.
- The principal of Abdelmunem Riyad School is conservative, uses traditional leadership and management methods and continues to refuse to distribute ICT tools to classrooms.
- Change Dissemination Events in seven schools were postponed until the following semester due to other school activities and business, such as CMP events.
- The low defense wall around the schools allowed for the destruction of Aysha Um Al Mo'mneen Kindergarten's playground by the local community.

**Commented [NAR36]:** I thought plans were shared early on so overlap and delays are avoided!

These events are not simply determined by a program schedule that we dictate. These dates had to be negotiated with schools who not only have CMP but other activities. ERSP and CMP worked closely together. ERSP was able to have more flexibility to shift and accommodate the school.

#### Year 4 Schools

- Two schools<sup>8</sup> were not opened this past semester as expected due to the continuous construction work inside these two schools. ERSF rescheduled its execution plan with the new opening dates of these schools.
- KG furniture, ICT equipment, and lab equipment were not delivered as expected in these schools.
- Shortages in staff and teachers number resulting in a high academic load on teachers.
- Lack of cooperation from the liaison officers and FD staff in following up the schools' daily issues as well as the FD lack knowledge of the ERSF's philosophy and main objectives despite the continuous visits and issued formal letters.
- Continuous change in the staff and transfer of many trained on block 1 and 2. ERSF scheduled a second round implementation for block 1 and 2 with new staff.
- Delay in delivering ICT tools and devices, like the interactive whiteboards, resulted in postponing some training workshops' until the 2nd semester.
- The local community is rejecting the principal of Al Bnayt School. As a result they did not attend the local community workshop and other school invitations.
- There are communication issues and misunderstanding between the principal and the principal's assistants at Al Marj Basic Co School in Al Karak FD. This caused delay in making effective decisions. Several visits were paid to the school and the FD by the ERSF team to follow up on this matter.
- Tribal issues inside Al Bnayt School and among parents are interfering in a negative way with the internal issues of the school causing confusion in the process of teaching and learning inside the school.
- Critical maintenance issues influence the smooth operation of the school and the learning environment within which the professional development component is trying to mobilize in full utilization of the facilities and creating a healthy school community. These critical issues that should be kept on the radar for fixing as soon as possible are:
  - Aysha Bint Ai Bakr Basic Co School faced power outages for two weeks.
  - The electric switch box outside Al Bnayt Secondary Boys School is accessible to students who keep playing with it, resulting in continuous power outages.
  - There is a constant interruption of power supply at Um Al Somaq Al Janoobi School which does not yet have a main power line inside the school.
  - Al Marj Basic Co School faced water shortage as the Water Authority of Jordan refused to supply the school until the contractor finished his work inside the school. The contractor from his side refused to supply the school with water arguing that his remaining works inside the school does not need water.
  - Al Bnayt Secondary Boys School has no water meter. Currently, the local community is playing a major role in providing the school with water tanks on a weekly basis.
  - Um Al Somaq Al Janoobi Basic Co School is buying water tanks on a weekly basis from its own budget because the school has no water meter. Also, the water tank pump is not working and needs maintenance.



**Commented [NAR37]:** Should we ask for replacements?

Replacements would not be the right solution at this time. We need to ask MoE to motivate them to be more cooperative. ERSF will work on communicating more effectively with them and make them more closely engaged in our daily activities and events.

**Commented [es38]:** Edited.

#### Actions to be Taken

##### Year 3 schools

- Continue implementing the following training programs:

<sup>8</sup> Al Jofeh Secondary School for Boys in Al Shouneh South and Fatima'a Al Zahra'a Basic Co School in Al Aghwar South

- *Professional Development Specialized Program for Male Schools* in Saad Bin Abi Waqas Basic Boys School, Othman Bin Affan Basic Boys School and Abdelmunem Riyadh Basic Boys School.
- *Modern Teaching Strategies for Early Grade Teachers* in Othman Bin Affan Secondary Boys School, Aysha Um Al Mo'mneen Basic Co School, and in Al Karameh School in Aqaba FD.
- *Practical Models in the Rotation Process* in Jabal Tareq Basic Boys School.
- *Activating the Role of the Learning Difficulties Room* in Abdelmunem Riyadh Basic Boys School and Saad Bin Abi Waqas Basic Boys School.
- *Modern Teaching Strategies* in Al Qadesiah Secondary Girls School, Um Qsair W IL Muqabaleen Basic Boys School and Safieh Bint Abd Al Mutaleb Basic Co School.
- Conduct the 2nd change dissemination events for the remaining seven schools.
- Conduct the team building activities for the remaining four male schools.
- Conduct the remaining days of onsite support activities that were not finished in 3rd semester. Plan to ensure the sustainability of the schools' levels of performance which resulted from the ERSP interventions.
- Issue ERSP PD training programs' certificates to Y3 schools' attendees.
- Seek accreditation for the ERSP PD training programs to motivate teachers and staff, recognizing the importance of the ERSP PD program in improving their employment and functional ranks.
- Select the remaining 12 candidates of HED scholarships in coordination with the MoE.

#### ***Year 4 schools***

- Continue implementing Block 3 workshops in all Y4 schools.
- Continue the students training workshops for the rest of Y4 schools.
- Continue the local community training workshops for the rest of Y4 schools.
- Conduct the 2nd semester onsite support activities.
- Start implementing Block 4 workshops in all Y4 schools.
- Coordinate for the 1<sup>st</sup> change dissemination events.
- Follow up on the opening of Al Jofeh Secondary School for Boys in Al Shouneh South and Fatima'a Al Zahra'a Basic Co School in Al Aghwar South and start implementing block 1, 2 and 3 for them.
- Conduct the need assessment for Al Jofeh Secondary School for Boys in Al Shouneh South and Fatima'a Al Zahra'a Basic Co School in Al Aghwar South.
- Organize principals' event to reinforce a sense of community and mutual responsibility to succeeding in their role as leaders in these model new schools.

#### **PD Transition Status**

- Induction. The MOE and ERSP operated simultaneous induction programs this quarter, and have mutually agreed that they should be merged into one for the next academic year. ERSP is working closely with the ETC to accomplish this.
- In-Service. MOE trainers have proven themselves capable, and the roll-out is proceeding according to schedule. ERSP continues to coordinate with ETC to adapt the model as necessary to make it more sustainable without external support.
- Leadership. While there was no training on leadership during the reporting period, ERSP made progress in discussion with QRTA and SDDP about the long-term vision for principal and supervisor professional development, in light of the School and District Improvement Planning model.
- MOE Reform. ERSP continues to support ETC in implementing the PD policy framework. There is greater comprehension for policy decisions that must be made, but lacking capacity of existing staff and the broader ministerial coordination that is needed to transform intentions to endorsed policy and implemented actions remains a significant challenge.

### **G. Program Component Area 4: School Based Management improved through Decision-Making**

ERSP will strengthen the capacity of principals, supervisors and other Ministry officials to access and analysis performance against specific Key Performance Indicators (KPIs). The ERSP team alongside the Ministry has explored challenges to data integration at the central level which inhibit productive use of data to inform decision making. ERSP will work at the school level to support principals in their use of KPI data with their teachers and local stakeholders to provide pedagogical leadership and improve instruction and student achievement. The team will help field directorate planners support principals in the analysis and decision making process in addition to strengthen their own capacity in this regard. ERSP is also building local capacity for data-based decision-making by supporting the Jordan Education Initiative to develop an independent research capacity.

#### **Objective 4.1 Improved Capacity at the School Level**

##### Successes Achieved in Quarter 2

- ERSP concluded the training as planned in the 10-15 schools selected per each FD in the first batch 18 FD. A total of 185 schools were trained from 18 FDs during this quarter and 746 school staff members attended the Data Use training program with individual attendance rates varying from 67.4% to 100%.

Region	Directorates	# Schools	# Participants	% Attendance
North	Bani Obeid, Ajloun, Jarash, Mafraq	50	198	79.2%
Middle	Al Jama'a, Marka, Sahab, Al Quweismeh, Al Rusaifa, Deir Alla, Madaba	70	325	92.9%
South	Al Karak, Al Qaser, Al Mazar, Bseera, Aqaba, Ma'an, Petra	65	223	69% <sup>9</sup>

- ERSP conducted 490 on-site support visits to participating schools. In addition to supporting the schools efforts in overcoming challenges, these on-site support visits reinforced the program implementation and associated action plans.

<sup>9</sup> Ma'an attendance was low in the South.



- A training satisfaction survey was distributed to 777 participants, survey findings and analysis results will be reported by end of January 2013.
- The development and design of the Data Use calendar was completed and will be used to remind schools of activities and tasks related to utilizing the EMIS system in making decisions.
- ERSP supported the MOE in planning for their Data Use roll-out plan under their responsibilities for the transition strategy. ERSP conducted two orientation sessions for North and Central region for core team members supporting the Data Use Program. ERSP will continue supporting MoE in this regard. Thirty-one ToT members from the four North region FDs and 51 from six Middle region FDs were trained and identified as core trainers.
- Examples of successful projects implemented by the schools during this quarter include:
  - After school strengthening sessions were conducted at Omar Lafi School by the Principal Assistant Mr. Saleh Al Zamel to raise Arabic Language competencies of students. As a result of the strong commitment, the 10th grade students' achievement increased by more than 3% in only one month of implementation. These Arabic Advancement sessions will continue to be a prominent source of knowledge for these students until examinations.
  - In Queen Noor Al Hussein Secondary Girls School they faced a high percentage of students absenteeism from the first day compared to that of other schools in the same FD. The OODA tool was used in understanding the core issue and findings were presented at a school. As a result the school agreed to reinforce the role of the counselor to conduct some resolution activities to include: meeting individually with parents of students, meeting with students themselves, conducting awareness sessions with groups of students on the bad effects of leaving school on their academic and professional future. The counselor succeeded in having three students return to the school. The program is continuing.
  - In participating in the DU training program, teachers noticed the low average of students' competencies in Muta'a Secondary Girls School the school team decided to allocate a special room inside the school to conduct remedial sessions for students to raise the level of their discipline and commitment to rules and regulations of the school. The average of students' behavioral competencies was raised from 1.97 to 2.69, out of 3.0.



### Challenges

- Some training locations were not well-equipped technologically to receive trainees as well as they were small in size.<sup>10</sup> Training locations were used for the Tawjihi exams in December, resulting in a change the training locations, despite having standing reservations for these DU training locations.
- MoE delay in issuing and delivering formal letters concerning training to schools on time. ERSP's coaches took the responsibility to distribute the formal letters to all schools before the beginning of the training program.
- Schools principals were engaged in the Teachers' Association elections and other training programs like ICDL and Intel. This led to lower number of attendees in some locations.

<sup>10</sup> Specific examples include Al Hashemiya S. S. for Girls, Soof S. S. for Girls, Al Qadesiah S.S.



#### Actions to be Taken

- Conduct the Data Use training based on the second semester plan in 290 schools from 20 FD.
- Conduct the 3<sup>rd</sup> and 4<sup>th</sup> onsite support activities to the trained 260 school and the 1<sup>st</sup> and 2<sup>nd</sup> onsite support activities to the second semester 290 schools.
- Prepare and submit the M&E report which contains the results of distributed the satisfaction surveys.
- Train ToT members from the remaining 32 FDs.
- Distribute the Data Use calendars to all trained schools.

### **Objective 4.2 Improved Capacity at the Central and Field Directorate Levels**

#### Successes Achieved in Quarter 2

- One of the major successes of this quarter was the organization of the 1<sup>st</sup> Data Dialogue event which consisted of several group discussions and recommendations, presentation of success stories and users' feedback presentations. The Data Dialogue objectives were achieved in part though time was insufficient for a real dialogue on the valuable insights and recommendations that were presented by the groups. The one major success was that this forum was the first for soliciting feedback, founded in data, from schools and field directorate on legislation in support of schools and to the aim of improving services. A report is being drafted to advocate the changes to be made in legislation as a result.
- Conducted training in eight FDs with 83 FD personnel. The percentage of attendance was 130% of the target as many were attended the program were not directly invited. This would appear to reflect the value attributed to the content and perceived relevance of the program to the field directorate staff.
- Distributed satisfaction surveys for FDs' participants. The data analysis is underway with a comprehensive report to be completed by end of January.
- Successful projects were implemented during this quarter; below we narrate some of them, for example: Al Badya South FD found that 22 students from the 1st grade did not attend school since the beginning of the academic year. In response, a committee was formed which includes the Head of Counseling Division, the Childhood Supervisor, a member from the Planning Division, and a member from the Local Community. The arranged for visits to the homes of the 22 students to investigate the reasons behind this high percentage and seek resolution. In this process they succeeded in getting three students back to school after only two weeks. The process is still underway to decrease the number of absent students to zero.



#### Challenges

- FDs personnel were busy preparing for the Tawjihi exams, Teachers' Association Elections resulting in challenges in identifying an appropriate time for training for all of FDs' participants.

#### Actions to be Taken

- Continue the Data Use training for the remaining twelve FDs.
- Continue the distribution of the Data Use calendars to the Planning Department in all DU trained FDs.

#### ***DU Transition Status***

- A roll-out plan for the transition process was developed in coordination with the MOE, and that roll-out is on track.
- Several coordination meetings were conducted at the level of the MoE and FDs and with ToTs to address and clarify the tasks and responsibilities of the ToTs.
- The MOE took the responsibility of generalizing the Data Dialogue recommendations and working on developing procedures that can support decision makers to overcome challenges they are facing while implementing the program.

The next steps are for the MOE to start rolling out the ERSP Data Use program in the 10 DU trained FDs, and extend the DU training program for the third batch of the targeted schools as planned.

#### **Objective 4.3 Strengthened Monitoring and Evaluation of the JEI**

##### **Successes Achieved in Quarter 2**

- There was no activity this quarter, except planning for a new capacity building project which will commence in Y4 Q3.

## Monitoring & Evaluation and Communications

### Monitoring & Evaluation (M&E)

On a quarterly basis, ERSP submits the updated Dashboard of Targets Vs Actuals, which provides a snapshot of the project outputs and achievements measured against the end-of-program targets and the Year 4 targets within each component area. ERSP is in the process of revising the Dashboard in response to recommendations from the IG audit. Those revisions will be reflected in the Y4 Q3 report. The ERSP Dashboard through 31 December 2012 is attached in the following document: [2\\_TvA Dashboard 31 Jan 13.docx](#)

During the reporting period, the Creative M&E team in partnership with Save the Children conducted and concluded the Early Learning Readiness assessment of the Parent-Child Packages initiative. Creative engaged a couple of interns to check and enter the data. Then, under Creative's technical leadership, the study report was compiled and is currently in the process of review before finalizing it for submission to USAID and the MoE.

Also during this quarter, the Creative M&E team continued to follow up with partners on program related submissions and M&E activities. This included the following:

- Conducting a review meeting with each of the component/sub-component teams following the submission of the Annual PMR. The focus of these meetings was to communicate feedback and agree on future steps to improve the next PMR.
- Working closely with ASK to develop the results framework for the DU component as well as revise and improve the results framework for the NCS support sub-component.
- Reviewing updates and reports received from the PD and NCS teams.
- Reviewing the final STC and LStS program evaluation reports and submitting them to USAID.

During December 2012, the Creative M&E team conducted focus group discussions with purposefully-selected teachers and principals who participated in the Professional Development In-Service training program during the previous academic year. Two focus groups were held in the Center and North regions with a total of 16 participants, eight from each region, both males and females. The aim of these focus group discussions was to probe the participants' feedback, views and complaints (if any) about the quality of delivery and the effectiveness of the PD training program. A summary of the results and suggestions for improvement will be shared with the implementing partner (CADER), and recommendations will be discussed with the MoE.

Moving forward, the Creative M&E team is planning to:

- Monitor the transition of the various programs to the Ministry and track the progress of MoE roll-out. This includes conducting QA visits to check on the quality of support provided by the various component/sub-component teams to the MoE as it implements transitioned activities.
- Conduct focus group discussions with school personnel who enrolled in the DU trainings, to collect information on the quality of the training and whether or not the people who were trained are using the information provided.
- Follow up on the audit report recommendations and findings to improve the quality, clarity and accuracy of data and reports on results.

#### **Quality Assurance Visits**

Each month, the Creative M&E Officer conducts QA spot checks on training programs and activities running in the schools. She collects information on all the month's activities from

**Commented [NAR39]:** Is there a report that can be shared?

Yes

partners and compiles them into a comprehensive calendar. This is regularly shared with USAID, and the M&E Officer also uses it to randomly select activities to visit and observe. After each visit, she writes a summary report about the activity and shares it with the COP and DCOP, then a decision is made on what warrants sharing with partners, as needed and appropriate for them to take action.

During this reporting quarter, the following QA visits were conducted:

- YTC - Monitored the support provided by SC to the counselor who is implementing a “Pathways to the Future” session with 10th grade students in Roqaya Bint Al Rasool Secondary school for girls.
- DU - Observed a Data Use training workshop for the Central Field Directorates staff.
- PD - Observed an In-service training workshop implemented by MoE in Al Rashedyeh Primary School.
- PD - Monitored the support provided by CADER to the MoE trainer implementing the In-service training with teachers in Al Rashedyeh Primary School.

A summary report was written for each of the above visits and shared with the COP and DCOP. The overall delivery of the training was adequate with some variability in the trainers’ performance. The overall support provided by the implementing partners to the counselor and the MoE trainer were considered high quality. They provided constructive feedback and useful comments.

### **Project Communications**

The Creative team continues to provide support to the implementing partners in terms of guidance and approval on all communications and branded materials.

During this reporting period, the Creative team was extensively engaged in the production (design, content review and printing) and ensuring branding compliance of the following:

- ERSP calendar which was distributed during the Strategic Planning Retreat with the Ministry.
- ERSP brochure.
- DU calendar to be used by school and FDs which was distributed during the DU Dialogue. This was a collaborative effort with ASK.
- Press release, in English and in Arabic, covering the DU Dialogue.
- Success Stories Booklet. CADER was the lead on this.
- CDs and covers for the two online modules for PE and MIS which were developed by Seward.
- Invitation cards, roll-up, poster, brochure and recognition plaques for the International Children’s Day celebration which was a Ministry event sponsored by USAID through ERSP.

## Training Reporting Table

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. of Females	
Component 1: ECE													
1	Parental Involvement (PI)	Refresher Training for Central region KG Parental Involvement Coordinator (PICs)	13/11/2012	6 Hours	Training	Central ECE training Center			216.28	PICs	20	7	2 MoE/ ECE staff
2	Parental Involvement (PI)	Refresher Training for North region KG Parental Involvement Coordinator (PICs)	14/11//2012	6 Hours	Training	North- Irbid ECE training Center			162.85	PICs	18	5	2 MoE/ ECE staff
3	Parental Involvement (PI)	Refresher Training for South region KG Parental Involvement Coordinator (PICs)	29/11/2012	6 Hours	Training	South- Aqaba ECE training Center			238.71	PICs	20	10	2 MoE/ ECE staff
4	Parental Involvement (PI)	Refresher Training for Central region G1-3 Parental Involvement Coordinator (PICs)	4/12/2012	6 Hours	Training	Central ECE training Center			300.35	PICs	17	5	2 MoE/ ECE staff
5	Parental Involvement (PI)	Refresher Training for North region G1-3 Parental Involvement Coordinator (PICs)	5/12/2012	6 Hours	Training	North- Irbid ECE training Center			379.64	PICs	17	3	1 MoE/ ECE staff
6	Parental Involvement (PI)	Refresher Training for South- Karak G1-3 Parental Involvement Coordinator (PICs)	6/12/2012	6 Hours	Training	South Karak ECE training Center			141.78	PICs	5	1	2 MoE/ ECE staff
7	Parental Involvement (PI)	Newly appointed G1-3 PICs Central region	Two days 10 & 11/12/2012	12 Hours	Training	Central ECE training Center			963.92	PICs	25	11	2 MoE/ ECE staff
8	Parental Involvement (PI)	Newly appointed G1-3 PICs North region	Two days 12 & 13/12/2012	12 Hours	Training	North- Irbid ECE training Center			782.5	PICs	21	6	2 MoE/ ECE staff
9	Parental Involvement (PI)	Newly appointed G1-3 PICs South region- (Karak & Tafela)	Two days 16 & 17/12/2012	12 Hours	Training	South Karak ECE training Center			654	PICs	13	6	2 MoE/ ECE staff

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. of Females	
10	Parental Involvement (PI)	Newly appointed G1-3 PICs South region (Shobak, Petra, Ma'an, South Badeya, Aqaba)	Two days 19 & 20/12/2012	12 Hours	Training	South-Aqaba training center			1879.5	PICs	10	5	2 MoE/ ECE staff
<b>Component 2: YTC-MIS</b>													
1	None												
<b>Component 2: YTC-STC</b>													
1	ERSP/ YTC	STC / CTT Meeting	20/11/ 2012	20-Nov-12	Student's Portfolio Training for counselors	Miridian Hotel	No	1,130.98	3,908.77	STC counselors & CTT And TC	45	37	participants from all regions
2	ERSP/ YTC	STC	4/12/12	04-Dec-12	Counselors internship training with link to businesses	Geniva Hotel	No	1,069.01	2,182.81	STC counselors & CTT	36	30	participants from North and central regions
3	ERSP/ YTC	STC/ Enhancement workshop	6/12/12	06-Dec-12	Counselors internship training with link to businesses	Petra moon Hotel	No	276.05	929.57	STC counselors & CTT	12	10	Participants from South area
<b>Component 2: YTC-LStS</b>													
1	ERSP/ YTC	LSTS/ CTT meeting	10/10/12	11-Oct-12	LSTS enhancement workshop for CTTs	Prince Hassan School	No	308.45	1,264.78	Lsts CTT members	5	17	Participants form all regions
2	ERSP/ YTC	LSTS / CTT Meeting	14/10/12	18-Oct-12	LSTS workshop for P.E teachers on integrating LSTS	Geneva Hotel and Tala' Al Ali GYM	Paid by MOE	1,860.56	3,754.36	LSTS ctt members and P.E teacher	12	20	participants from South and central regions
3	ERSP/ YTC	LSTS/ Pathways to the Future Workshop	14/10/12	18-Oct-12	LSTS workshop for P.E teachers on integrating LSTS	Geneva Hotel and Prince Hassan School	Paid by MOE	2,456.33	4,340.46	LSTS CTT members and P.E teacher	14	23	participants from North and central regions

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. of Females	
4	ERSP/ YTC	LSTS/ Pathways to the Future Workshop	8/11/ 12	08-Nov-12	LSTS planning meeting	Geneva Hotel	No	392.95	964.78	LSTS CTT members	5	23	participants from all regions
5	ERSP/ YTC	LSTS/ Pathways to the Future Workshop	19/12/12	20-12-2012	LSTS workshop for P.E teachers on integrating LSTS	Maislon school Zainab Al Helalieh school Alshobak School for girls	Paid by MOE	230.98	260.56	LSTS CTT members and P.E teacher	6	1	Abcent teachers from all regions
Component 3: PD													
1	Induction - General	The program aims at building the capacity of newly hired teachers.	20 Days / 20 Sessions	3hrs / session	Workshop	34 training sections in 36 FDs: Aqaba, Ma'an, Petra, Tafilah, Bseirah, Mazar South, Al Qaser, Al Karak, Sothern Ghore, Al Mafrag, Badia North East, Badia North West, Ajloun, Al Koura, North Ghore, BaniKananah, Ramtha, Irbid 1st, Al Tayba-Westeyyeh, Southern Shouna, Der Allah, Salt, Ain Al Basha, Ruseifa, Zarqa 2nd, Zarqa 1st, Al Jeeza, Al Muwaqqar, Wadi Al Seer, Naour, Amman 4th, Amman 2nd, Amman 1st, Amman 3rd, Theeban, Madaba	253	782.57	34.36	Newly hired teachers	486	277	Completed
2	Mentors Training Program	A training program for enabling schools' expert teachers to provide support, advice, and coaching to newly hired teachers in the Induction program	3 Days/ 3 Sessions	3hrs / session	Workshop	30 training sections for 35 FDs: Amman 1st, Amman 2nd, Amman 4th, Zarqa 1st, Zarqa2nd, Ruseifa, Der Allah, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Naour, Al Muwaqqar, Wadi Al Seer, Southern Shouna, Irbid 1st, Al Tayba-Westeyyeh, Al Koura, BaniKananah, North Ghore, Al Ramtha, Ajloun, Mafrag , Badia North west, Badia North east, Tafilah, Bseirah, Karak,	253	1067.13	48.97	teachers from Induction teachers' schools	465	290	Completed



No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. of Females	
						Mazar South, Al Qaser, Aqaba, Ma'an, Shoubak, Southern Ghore.							
3	Follow up visits for Y3 in service training program schools	Provide support for schools to sustain the change and development initiated during the training year. Reactivate dormant schools' teams to plan and implement new school projects. Attend class visits where teachers integrate ICT with modern pedagogies and provide teachers with constructive feedback	7 Days / school	5 hrs / follow up visits	Onsite support / class visits	116 schools in year 3 FDs: Amman1, Amman 2, Sahab, Qweismeh, Zarqa1, Zarqa 2, Ruseifa, Der Allah, Salt, Ain AL Basha, Jeeza, Theeban, Madaba, Irbid1, Bani Obeid, Northern Mazar, Al Tayba-Westeyyeh, Al Koura, Bani Kananah, North Ghore, Al Ramtha, Jerash, Ajloun, Mafraq , Badia Northwest, Badia Northeast, Tafilah, Karak, Mazar South, Al Qaser, Aqaba, Ma'an.	253	19676.6	3,539.82	116 schools from year 3 In service training program			Completed the 2nd follow up visits in 116 schools and the 3rd follow up visits in 115 schools.
4	In-service Foundation	To train teachers on main concepts about planning, change management, communication, and building vision within the school teachers, also builds commitment and sense of school ownership among teachers.	4 days / 4 sessions / 5 Onsite supports	3hrs / Session 5 hrs / Onsite support	workshop and Onsite support	116 schools in 42 FDs from year 4: Aqaba, Ma'an, Shoubak, Southern Badia, Petra, Tafilah, Bseirah, Mazar South, Al Qaser, Al Karak, Southern Ghore, Al Mafraq, Badia North East, Badia North West, Ajloun, Al Koura, North Ghore, BaniKananah, Ramtha, Irbid 1st, Al Tayba-Westeyyeh, Northern Mazar, Bani Obeid, Jerash, Southern Shouna, Der Allah, Salt, Ain Al Basha, Ruseifa, Zarqa 2nd, Zarqa 1st, Al Jeeza, Sahab, Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Amman 4th, Amman 2nd, Amman 1st, Theeban, Madaba.	253	8292.57	173052.	In-service teachers, lab technicians, principal assistant, and principals	1708	1193	Completed
5	In-service General	To enhance in-service teachers' effectiveness and creates an increased level	12 days / 12sessions/ 7 Onsite supports	3hrs / Session	workshop and Onsite support	116 schools in 42 FDs from year 4: Aqaba, Ma'an, Shoubak, Southern Badia, Petra, Tafilah, Bseirah, Mazar	253	5770.86	120428	In-service teachers, lab technicians, principal	1431	1007	Completed

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. of Females	
		of commitment towards education and teaching.		5 hrs / Onsite support		South, Al Qaser, Al Karak, Southern Ghore, Al Mafrqa, Badia North East, Badia North West, Ajloun, Al Koura, North Ghore, BaniKananah, Ramtha, Irbid 1st, Al Tayba-Westeyyeh, Northern Mazar, Bani Obeid, Jerash, Southern Shouna, Der Allah, Salt, Ain Al Basha, Ruseifa, Zarqa 2nd, Zarqa 1st, Al Jeeza, Sahab, Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Amman 4th, Amman 2nd, Amman 1st, Theeban, Madaba.				assistant, and principals			
<b>MOE newly constructed schools by USAID</b>													
1	Professional Development Specialized Program for Male Schools - Y3 schools	To raise awareness of and adherence to the governing body and faculty roles and responsibilities to the school and students, as well as to provide school staff a number of strategies and ideas that they can invest in the development of an internal system for the school	7 days	3 hours per day	Awareness and training workshops	Al Qwesmeh, Sahab, Aqaba, Marka and Irbid	5,313.0			All male school's teachers and administrators.	124	-	
2	Modern Teaching Strategies for Early Grade Teachers – Y3 schools	To develop skills for early grades teachers	8 days	3 hours per day	Awareness and training workshops	Madaba, Marka, Ein Al Basha, Ramtha, Al Rsaifeh, Aqaba, Sahab.	13,851.75			Teachers of first three grades.	102	95	
3	The Practical Models in the Rotation Process – Y3 schools	To help teachers to understand all the different models of the rotation process	6 days	3 hours per day	Awareness and training workshops	Rsaifeh, Marka, Ramtha, Madaba, Ein Al Basha, Sahab, Aqaba, Irbid, Zarqa1.	10,056.75			All school's teachers	373	208	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments	
			Days/ Sessions	Duration Hours			City/ Venue	Instruct	Travel	Trainee	Group Name	Total		No. of Females
4	Activating the Role of the Learning Difficulties Room – Y3 schools	To train teachers to develop and design practical activities that can be used in the Learning Difficulties.	4 days	3 hours per day	Awareness and training workshops	Marka, Aqaba, Al Rsaifeh, Irbid, Al Qwesmeh, Zarqa1.	4,079.63				3-5 teachers from each school.	55	25	
5	The Differentiate d Learning– Y3 schools	To train teachers to take into account individual differences among students, focusing on differentiated learning.	2 days	3 hours per day	Awareness and training workshops	Al Qwesmeh and Aqaba	4,079.63				All school's teachers	60	27	
6	Activating the Modern Teaching Strategies– Y3 schools	To develop skills and training on investment and employment of ICT tools available in the school	7 days	3 hours per day	Awareness and training workshops	Marka, Al Qwesmeh, Al Rsaifeh	1,328.25				All school's teachers	59	47	
7	Students' Training Workshops – Y4 Schools	This part consists of two training workshops that are to help students to identify the school facilities and equipment.	2 days	3 hours per day	Awareness and training workshops	Petra, Al Aghwar North, Al Karak, Al Salt, Naour, Al Mafrag	8,064.38				All school's students	3890	3890	
8	Local Community Training Workshops – Y4 Schools	This local community training aims to clarify the impact of a new school model to students and surrounding community schools.	1 day	3 hours per day		Petra, Al Aghwar North, Al Karak, Al Salt, Naour, Al Mafrag	1,834.25				Parents and Members from the local community	171	116	
9	Team Building Activities for Y3 schools	Apply extra-curricular school activities to improve communication between school and community.	4 days per year,	3 hours	Extra-curricular activities	Marka , Irbid and Aqaba	1,778.00				All school's staff, teachers and students	89	89	
10	Block 3 – Y4 schools	To enable school teams following up on PD subjects.	33 days	99 hours	Professional Development Training	Petra, Al Aghwar North School, Al Karak, Ajloun, Naour, Al Mafrag, Irbid 2.	5,313.00				Teachers	397	346	
11	Onsite support activities to Y3 Schools	To provide support in implementing new practices in schools.	2 days a week	6 hours	Onsite field and support visits	Marka, Madaba, Al Rsaifeh, Ramtha, Sahab, Irbid, Al Qwesmeh, Zarqa1 and Ein Al Basha.	77,165.00				Teachers and Staff	724	402	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. of Females	
12	Onsite support activities to Y4 schools	To provide support in implementing new practices in schools.	5 days a week	6 hours	Onsite field and support visit.	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2.	130,801.00			Teachers and Staff	371	317	
13	One to one coaching sessions to Y3 Principals	To provide support in implementing new practices in schools.	3 days, 1 hour a day	3 hours a week	Onsite support and follow up visits	Marka, Madaba, Al Rsaifeh, Ramtha, Sahab, Irbid, Al Qwesmeh, Zarqa1 and Ein Al Basha.	3,921.50			Principals	13	7	
14	One to one coaching sessions to Y4 Principals	T To provide support in implementing new practices in schools.				Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2.	7,843.00			Principals	9	8	
<b>Component 4: Data Use</b>													
1	Schools' Training	Data Use for Decision to employ the data in the decision-making	5 days	2.5 hours per each day	Training workshops	North region, Middle region, South region	44,591.25			Teachers	746	355	
2	Onsite support visits	To follow up on the implementation of the program's techniques,	2 days per semester per school	4 hours	Onsite support and follow up visits	North region, Middle region, South region	61,226.00			Teachers and Staff	1200	825	
3	FDs Training	Data Use for Decision to employ the data in the decision-making	6 days	2.5 hours per day	Training workshops	Ma'an, Bseera, Amman, Zarqa2, Dheeban, Al Shoune South, Al Shoubak and Al Badya South.	5,629.25				83	35	
4	ToT training		2 days	2.5 hrs	Orientation and training workshops	North region and Middle region				ToT participants	82	37	

## Project management

### Field Trips

Date	Details
<b>Component 1.1: ECE</b>	
8-Oct-12	Visited: <b>(2 Schools)</b> Al Nuzha School at Marka and Al Amira Alia at Qasabat Amman; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
9-Oct-12	Visited: <b>(4 Schools)</b> Al Amera Basma School at University District, Kilda School, Tlaa Al Ali school and Um'mane; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
10-Oct-12	Visited: <b>(2 Schools)</b> Hafsa Bint Omr School at University District and Shagaret Al Dur School; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
14-Oct-12	Visited: <b>(6 Schools)</b> Al Amera Taghrid School, Arwa bint Abd Almotalb, Al Mustaneda, Al Abdalieh school, Al Juwaideh, Al Arqam Bin Al Arqam school, at Amman 3 (Sahab and Qwaismeh District); to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
15-Oct-12	Visited: <b>(6 School)</b> Al Yobel Al Thahbi, Al Nuzha School at Amman 4, Abu Alia, Al Marqab, Al Qusor School and Al Baida Al Shamaly; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
16-Oct-12	Visited: <b>(6 School)</b> Idbayan School, Um Al Asaker, Hay Al Marahfeh School, Um Al Berak, That Al Netaqeen School and Al Amera Emanl School at Na'aor and Wadi Al seer District (Amman 5); to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
17-Oct-12	Visited: <b>(4 School)</b> Asama Bint Yazeed, Jabal Al Ameer Faisal School, Atika Bint Abd Al Motaleb, and Halema Al Sadieh School at Al Rusaiefh Directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
18-Oct-12	Visited: <b>(5 Schools)</b> Al Khaldiha School, Al Lobban School, Altalbeyh School, Um al waleed p. School, and Netil S. School at Al Jeza Directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
19-Oct-12	Visited: <b>(3 Schools)</b> Maria Al kbteyh P.School, Samrqand P.School, and Al Yarmouk P. School at Al Zarqa directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
31-Oct-12	Visited: <b>(3 Schools)</b> Nahleh School, Fatema Al Zhraa p.School, and Khadeja Bnt Khwailel P.School, at Jarsh directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
1-Nov-12	Visited: <b>(2 Schools)</b> Saroot S. School, and Alalouk S.School at Al (Zarqa 2) directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
4-Nov-12	Visited: <b>(4 Schools)</b> Al Rejem Al Shami S.School, Al Ktefah P.School, Al Thiheba S.School, and Al Rejm Al Shami P.School, at Al Mowqar directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
4-6-Nov-12	Visited Abu Alia primary school for the purposes of shooting the model lessons in order to be distributed with the training manual for G1-3 teachers.

8-Nov-12	Visited: <b>(3 Schools)</b> Al Yosra P.School, Iskan Al Faiha P.School, and Kawla Bnt Al Azwar at Madba directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
8-Nov-12	Visited Um Huthaifa and Khawla Bent Thalaba schools for the purposes of shooting the model lessons in order to be distributed with the training manual for G1-3 teachers.
11-Nov-12	Visited: <b>(4 Schools)</b> Theban P.School, Theban S.School, Al Sawa'deh S.School and Al Alieh S. School at Theban directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
12-Nov-12	Visited: <b>(2 Schools)</b> Al Znaieh P.School, and Rofidah AL Salmeyh P.Schools at Mafrag directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
19-21-Nov-12	Visited Abu Alia primary school for the purposes of shooting the model lessons in order to be distributed with the training manual for G1-3 teachers.
21-Nov-12	Visited: <b>(3 Schools)</b> Saal S.School, Jameelh Abu Azeh School, and Al Tebah P.School at (Irbid 1 and 3) directorates; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
22-29- Nov-12	Visited Khawla Bent Thalaba schools, for the purposes of shooting the model lessons for the Arabic subject in order to be distributed with the training manual for G1-3 teachers.
24-29-Nov-12	Visited: <b>(5 Schools)</b> Al Ashreh S. School (NCS), Twieseh S. School, Al Deiseh S. School, Al Resheh S. School and Gregra S.School at Aqaba directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
3- Dec-12	Visited the Educational TV in MoE in order to follow up with the editing process for the model lessons.
6-Dec-12	Visited: <b>(2 Schools)</b> Al Taibeh P. School and Al kharaj S. School at (Irbid 3) directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
9-Dec-12	Visited: <b>(3 schools)</b> Al Mazar S. School, Al Na'amh P.School and Der Yousf P. School at (Irbid 2) directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
11-Dec- 12	Visited Khawla Bent Thalaba schools; for the purposes of shooting the model lessons for the Arabic subject in order to be distributed with the training manual for G1-3 teachers.
12-13-Dec-12	Visited Khawla Bent Thalaba schools for the purposes of shooting the model lessons in order to be distributed with the training manual for G1-3 teachers.
18-Dec-12	Visited: <b>(1 School)</b> Dlagha School at Petra directorate; to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
<b>Component 1.2: ECE/ KG Renovation &amp; Furnishing</b>	
October	Completed taking over for Cluster 5 KGs and start renovation works for cluster 6 (62) KGs.
November and December	Supervision of renovation works for Cluster 6 KGs in North and Middle regions and furnishing the completed KGs. Nov 24-Dec 3 field visits with the Auditors.
<b>Component 2.1 YTC/ MIS</b>	
None	
<b>Component 2.2: YTC / STC</b>	
16-31-Oct-12	Five Pathways' to the future implementation follow-up visits (three visits to Shobak, two visits to Ma'an).

31-Oct-12	Two Pathways to the future implementation follow up visits to Eastern Badia.
16 -31-Oct-12	five Pathways to the future implementation follow-up visits (three visits to Shobak, two visits to Ma'an).
1-29-Nov-12	Seventeen Pathways to the future implementation follow-up visits (seven visits to Shobak, three visits to Ma'an, seven visits to Wadi Mousa).
1-29-Nov-12	Twenty three Pathways to the future implementation follow up visits to the following Directorates (seven visits to Mafraq, nine visits to Northern Aghwar, three visits to Eastern Badia, four visits to Western Badia).
1-29-Nov-12	Twenty Six Pathways to the future implementation follow up visits to the following Directorates (seven visits to Salt, three visits to Theeban, four visits to Madaba, six visits to Amman 4, six visits to Zarqa1).
2-13-Dec-12	Four Pathways to the future implementation follow-up visits (two visits to Northern Aghwar, one visit to Mafraq, one visit to Eastern Badia).
2-13-Dec-12	Two Pathways' implementation follow-up visits (one visit to shobak, one visit to Wadi Mousa).
3-10-Dec-12	Six Pathways to the future implementation follow up visits to the following Directorates (four visits to Amman, two visits to Zarqa).
<b>YTC/STC/ Renovation</b>	
Oct-12	Supervision for Cluster 2 Counselor offices and career Centers.
Nov-12	Supervision for Cluster 2 Counselor offices and career Centers, field visits with the Auditors.
Dec-12	Supervision for Cluster 3 Counselor offices and career Centers, field visits with the Auditors.
<b>Component 2.3: YTC / LS</b>	
22-29-Nov-12	Two visits to observe the implementation of LSTS sessions (Bani Obaid Field Directorate).
6-22-Dec-12	Eight visits to observe the implementation of LSTS sessions (one visit to Ajlun, Four visits to Ramtha, three visits Al Kourah Field Directorates).
14-28-Nov-12	Two visits to observe the implementation of LSTS sessions (One visit to Al-Mazar, One visit to Al – Shobak).
3-24-Dec-12	Six visits to observe the implementation of LSTS sessions (three visits to AL-karak, two visits to AL- Mazar, one visit to Shobak).
3-24-Dec-12	Seven visits to observe the implementation of LSTS sessions (Three visits to Zarqa, four visits to Ain Al Basha).
<b>YTC/LS/ Renovation</b>	
Oct-12	Supervision for Sport Areas (North, Middle and South regions).
Nov-12	Supervision for Sport Areas (North, Middle and South regions), field visits with the Auditors.
Dec-12	Supervision and Completing the renovation works for 9 Sport areas, field visits with the Auditors.
<b>Component 3: PD</b>	
2-Oct-12	QA field trip to Zarqa First FD Induction teachers training location.
17-Oct-12	QA field trips to Theeban and Ma'an FDs In-service teachers training locations.
18-Oct-12	QA field trip to Al Aqaba FD In-service teachers training location.
12-Nov-12	QA field trip to Ain Al Basha FD In-service teachers training location.
13-Nov-2012	QA field trips to Sahab and Al Ramtha FDs In-service teachers training locations.
14-Nov-12	QA field trips to Al Jeeza and Badia North East FDs In-service teachers training locations.
20-Nov-12	QA field trips to Al Qaser and Naour FDs In-service teachers training locations.



25-Nov-12	QA field trip to Zarqa Second FD In-service teachers training location.
26-Nov-12	QA field trips to Der Allah and Ajloun FDs In-service teachers training locations.
27-Nov-12	QA field trip to Zarqa First FD In-service teachers training location.
28-Nov-12	QA field trip to Petra FD In-service teachers training location.
29-Nov-12	QA field trip to Al Ramtha FD In-service teachers training location.
3-Dec-12	QA field trips to Badia North East and Wadi Al Seer FDs In-service teachers training locations.
4-Dec-12	QA field trip to North Ghore FD In-service teachers training location.
5-Dec-12	QA field trip to Al Koura FD In-service teachers training location.
6-Dec-12	QA field trips to Bseirah, Al Tayba-Westeyyeh and Irbid First FDs In-service teachers training locations.
10-Dec-12	QA field trips to Badia North West, Amman First and Bani Obeid FDs In-service teachers training locations.
11-Dec-12	QA field trips to Wadi Al Seer and Southern Ghore FDs In-service teachers training locations.
<b>MOE NEWLY CONSTRUCTED SCHOOLS BY USAID</b>	
31-Oct-12	A visit was conducted by Dr. St George and ERSP support team to Princess Alyaa in Al Mafrag School. Hetin School in Ajloun and Othman Bin Affan School in Irbid where they witnessed the status of each school, the process of work, the successes achieved and the challenges still facing.
26-Dec-12	A visit was conducted with the USAID Audit team to Dahiet Al Ameer Hassan School and Abdelmunem Riyad School.
5-Dec-12	A visit was paid by Dr. George and ERSP support team to Aysha Um Al Mo'mneen school in Al Rsaifeh for its 2nd change dissemination event.
31-Oct-12	A visit was conducted by Dr. George and ERSP support team to Princess Alyaa in Al Mafrag School. Hetin School in Ajloun and Othman Bin Affan School in Irbid where they witnessed the status of each school, the process of work, the successes achieved and the challenges still facing.
<b>Component 4: Data Use</b>	
11-Oct-12	A visit was conducted to Al Sareeh School from ERSP and the MoE Planning department to review the process of the training program.

### Consultants

Dates	Name of Consultant	Activity & Deliverables
<b>Component 1 ECE:</b>		
<b>Component 2: YTC</b>		
16 Dec, 2012 – 28 Feb, 2013	Dr. Sami Hamam	language editing for STC & LStS manuals and modules
<b>Component 3: PD</b>		
<b>Component 4: DU</b>		



## Annexes

### **Annex 1: Quarterly Report Detailed Activity Matrix**

The Year 4, Quarter 2 Detailed Activity Matrix for all components is attached in the following hyperlinked document: [3 ERSP Y4Q2 Activity Matrix 31 Jan 13.xls](#)

### Annex 3 NCS

<i>Table 1: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Um Qsair W IL Muqabaleen Basic Boys School	Finished	88%
2) Othman Bin Affan Secondary Boys School	Finished	64%
3) The 8 <sup>th</sup> Area School for Boys in Aqaba FD	Finished	72.2%
4) Sad Bin Abi Waqas Basic Boys School	Underway	-
5) Othman Bin Affan Basic Boys School	Underway	-
6) Abdelmunem Riyad Basic Boys School	Underway	-
<i>Table 2: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Madaba Basic Co Girls School	Finished	100%
2) Dahiet Al Ameer Hassan Basic Co School	Finished	91.6%
3) Al Qadesiah Secondary Co School	Finished	80%
4) Maimouna Bint Al Hareth Basic Girls School	Finished	100%
5) Safieh Bint Abd Al Mutaleb Basic Co School	Finished	89.6%
6) The 10 <sup>th</sup> area school in Aqaba FD	Finished	90.9%
7) Othman Bin Affan Secondary Boys School	Underway	-
8) Aysha Um Al Mo'mneen Basic Co School	Underway	-
9) Al Karamah School in Aqaba FD	Underway	-
<i>Table 3: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Aysha Um Al Mo'mneen Basic Co School	Finished	96%
2) Sad Bin Abi Waqas Basic Boys School	Finished	100%
3) Abdelmunem Riyad Basic Boys School	Finished	96%
4) Maimouna Bint Al Hareth Basic Girls School	Finished	100%
5) Al Qadesiah Secondary Co School	Finished	100%
6) Al Qadesiah Secondary Girls School	Finished	90.9%
7) Um Qsair W IL Muqabaleen Basic Boys School	Finished	100%
8) Othman Bin Affan Secondary Boys School	Finished	100%
9) Al Karamah School in Aqaba FD	Finished	100%
10) The 8 <sup>th</sup> area School in Aqaba FD	Finished	72%
11) The 10 <sup>th</sup> area School in Aqaba FD	Finished	100%
12) Othman Bin Affan Basic Boys School	Finished	68%
13) Jabal Tareq Basic Boys School	Underway	-
<i>Table 4: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Dahiet Al Ameer Hassan Basic Co School	Finished	100%
2) Al Karamah School in Aqaba FD	Finished	100%
3) The 8 <sup>th</sup> Area School for Boys in Aqaba FD	Finished	100%
4) The 10 <sup>th</sup> Area School in Aqaba FD	Finished	100%
5) Safieh Bint Abd Al Mutaleb Basic Co School	Finished	100%
6) Aysha Um Al Mo'mneen Basic Co School	Finished	100%
7) Othman Bin Affan Basic Boys School	Finished	100%
8) Um Qsair W IL Muqabaleen Basic Boys School	Finished	100%
9) Jabal Tareq Basic Boys School	Finished	100%
10) Abdelmunem Riyad Basic Boys School	Underway	-
11) Saad Bin Abi Waqas Basic Boys School	Underway	-
<i>Table 5: School Name</i>	<i>Status</i>	<i>Percentage</i>
1) Um Qsair W IL Muqabaleen Basic Boys School	Finished	80%
2) The 8 <sup>th</sup> Area School for Boys in Aqaba FD	Finished	65%
3) The 10 <sup>th</sup> Area School for Boys in Aqaba FD	Finished	100%

Table 6: School Name	Status	Percentage
1) Al Qadesiah Secondary Girls School	Underway	-
2) Um Qsair W II Muqabaleen Basic Boys School	Underway	-
3) Safieh Bint Abd Al Mutaleb Basic Co School	Underway	-

Table 7: School Name	Status	Percentage
1) Aysha'a Bint Abi Bakr Basic Co School	Underway	Finished workshops 1-8: 100%
2) Um Al Somaq Al Janoobi Basic Co School	Underway	Finished workshops 1-7: 100%
3) Al Marj Basic Co School	Underway	Finished workshops 1-8 : 100%
4) Al Bnayt Secondary Boys School	Underway	Finished workshops 1-6: 88.2%
5) Hetin Basic Co School	Underway	Finished workshops 1-7: 100%
6) Princess Alya'a Basic Co School	Underway	Finished workshops 1-8: 94%
7) Khawla Bint Al Azwar Basic Girls School	Underway	Finished workshop 1: 100%
8) Aysha'a Al Baouneye Basic Co School	Underway	Finished workshops 1-3: 100%
9) Al Madina Al Wardya Basic Co School	Underway	Finished workshops 1-3: 85.7%

Table 8: School Name	Status	Percentage
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	92.8%
2) Um Al Somaq Al Janoobi Basic Co School	Finished	100%
3) Al Marj Basic Co School	Underway	Finished workshops 1-6: 100%
4) Al Bnayt Secondary Boys School	Underway	Finished workshops 1-5: 86.8%
5) Hetin Basic Co School	Finished	100%
6) Princess Alya'a Basic Co School	Underway	Finished workshops 1-7: 100%
7) Khawla Bint Al Azwar Basic Girls School	Underway	Finished workshops 1-2: 100%
8) Aysha'a Al Baouneye Basic Co School	Underway	Finished workshops 1-3: 100%
9) Al Madina Al Wardya Basic Co School	Underway	Finished workshops 1-3: 100%

Table 9: School Name	Status	Percentage
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	100%
2) Um Al Somaq Al Janoobi Basic Co School	Finished	100%
3) Al Marj Basic Co School	Finished	100%
4) Al Bnayt Secondary Boys School	Finished	90.9%
5) Hetin Basic Co School	Finished	81%
6) Princess Alya'a Basic Co School	Finished	100%
7) Aysha'a Al Baouneye Basic Co School	Underway	Finished workshops 1-3: 100%

Table 10: School Name	Status	Percentage
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	100%
2) Um Al Somaq Al Janoobi Basic Co School	Finished	87.5%
3) Al Marj Basic Co School	Finished	100%
4) Al Bnayt Secondary Boys School	Finished	100%
5) Hetin Basic Co School	Finished	100%
6) Princess Alya'a Basic Co School	Finished	100%
7) Khawla Bint Al Azwar Basic Girls School	Underway	Finished workshops 1-2: 90%
8) Aysha'a Al Baouneye Basic Co School	Underway	Finished workshops 1-3: 100%

Table 11: School Name	Status	Percentage
1) Aysha'a Bint Abi Bakr Basic Co School	Finished	100%
2) Al Marj Basic Co School	Underway	Finished workshops 1-3: 100%
3) Princess Alya'a Basic Co School	Underway	Finished workshop 1: 100%